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A work-study program was designed to motivate and train potential dropouts for employment. A teacher-coordinator conducted orientation classes, supervised STEP pupils on the job, visited parents, employers and resource personnel, counseled students, followed up pupil progress with subject teachers, maintained contacts with community employment resources and prepared special teaching materials. Students were selected on the basis of familial environment and poor school records. They were interviewed at length and placed in the work-study programs of orientation classes, regular subject classes, and afternoon on-the-job training. Students were permitted to transfer to other jobs if they did not do well. Classes made use of group discussion, role playing, field trips, guest speakers, materials from work stations, and library materials on the world of work. Parent meetings sought to encourage them to cooperate in motivating their children. Lesson plans included provided educational experience to train youth in applying for jobs, to initiate proper attitudes and provide vocational guidance. Students studied why they should stay in school, how to use the newspaper in looking for a job, good grooming, opportunities in the armed services, and other vocational information. A list of audio-visual aids in vocational education is given. An extensive professional bibliography of vocational publications for pupils accompanies the text.							
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THE UNIVERSITY OF THE STATE OF NEW YORK • THE STATE EDUCATION DEPARTMENT
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DEVELOPING

Work-Study Programs for Potential Dropouts

A MANUAL

STEP: THE SCHOOL TO EMPLOYMENT PROGRAM

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

Edgar W. Couper, A.B., LL.D., L.H.D., Chancellor, Binghamton, 1968

Thad L. Collum, J.E., Vice-Chancellor, Syracuse, 1967

Alexander J. Allan, Jr., LL.D., Litt.D., Troy, 1978

George L. Hubbell, Jr., A.B., LL.B., LL.D., Litt.D., Garden City, 1966

Charles W. Millard, Jr., A.B., LL.D., Buffalo, 1973

Everett J. Penny, B.C.S., D.C.S., White Plains, 1970

Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., Purchase, 1972

Edward M. M. Warburg, B.S., L.H.D., New York, 1975

J. Carlton Corwith, B.S., Water Mill, 1971

Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., New York, 1969

Allen D. Marshall, A.B., LL.D., Scotia, 1965

Joseph T. King, A.B., LL.B., Queens, 1977

Joseph C. Indelicato, M.D., Brooklyn, 1974

Mrs. Helen B. Power, A.B., Litt.D., Rochester, 1976

President of the University and Commissioner of Education
James E. Allen, Jr.

Deputy Commissioner of Education
Ewald B. Nyquist

Associate Commissioner for Elementary, Secondary and Adult Education
Walter Crewson

Assistant Commissioner for Pupil Personnel Services and Adult Education
Edwin R. Van Kleeck

Director, Division of Pupil Personnel Services
Bruce E. Shear

Chief, Bureau of Guidance
Irving Ratchick

Foreword

The role of the teacher-coordinator in the STEP program is especially demanding. At the same time, he must be something of a master teacher, guidance counselor, placement specialist, and work experience supervisor. This handbook has been prepared specifically as a resource for STEP teacher-coordinators in the pursuit of their program responsibilities. In its development the Bureau relied heavily upon the advice and assistance of Mr. Charles Savitzky, STEP Coordinator, New York City, and Mr. Joseph Hawayek, former STEP teacher-coordinator, Buffalo. By design, the content largely reflects their day to day experience and hard-won insights and represents their tested judgment concerning the ingredients of effective STEP programs. In keeping with their empirical orientation to their assignments, which we share, readers are invited to submit to the Bureau of Guidance their own examples of profitable procedures for the education of potential dropouts in a work-study framework which will be considered for inclusion in subsequent revisions of the Handbook. Mr. James W. Moore, Supervisor, Bureau of Guidance, and former Coordinator of STEP in the Bureau, worked with Mr. Savitzky and Mr. Hawayek in the preparation of the Handbook and edited the final manuscript.



Edwin R. Van Kleeck
Assistant Commissioner for
Pupil Personnel Services and
Adult Education

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I

INTRODUCTION

In the Holding Power Project conducted jointly by the Bureau of Guidance and 89 New York State secondary schools between 1954 and 1960, it was found that roughly one in every four of the potential graduates of the cooperating schools chose to leave before graduation.¹ Other studies of the experience of schools across the state indicate that the Project statistics reflected a lower rate of early school leaving than that prevailing in many areas. These facts are mentioned to establish that a large number of pupils in this state enter adulthood without a complete secondary school education. In 1960 an estimated 75,000 pupils left school before graduation in New York State.

There have always been dropouts from our secondary school programs. In fact in 1925, the ratio of dropouts to graduates was 3 to 1, so that the present retention experience represents a considerable improvement over earlier decades. Also, there are few educators willing to argue that all pupils should persist in school until graduation. Nevertheless, the number of pupils who are "incompletely educated," if high school graduation can be established as at least a minimum standard, is large, and the problems they face after leaving so severe, that it is pertinent that we give more than passing attention to their needs. The post-school problems to which reference is made are the well documented indices of relatively high unemployment and relatively low earnings. Other evidence suggests that school dropouts are more prone to juvenile delinquency than graduates and more likely to require public assistance of all types than graduates. In other words,

1

Bureau of Guidance, New York State Education Department. Reducing the School Dropout Rate: A Report On the Holding Power Project. Albany, the Department, 1963.

the cost of early school leaving to the leavers themselves, and to society in general is high.

Considerations of this sort prompted Governor Nelson A. Rockefeller, his Commissioners of Education and Labor, and representatives of the New York State Division for Youth, to propose, in 1961, a new educational experience for potential school dropouts. Their deliberations led to the development of STEP, the School to Employment Program, a work-study plan for systematically identified potential dropouts.

In 1962, the Legislature passed a bill subsequently approved by the Governor amending Article 93 of the Education Law to add a new section (4608) to permit school districts to establish School to Employment Programs, in accordance with regulations promulgated by the Commissioner of Education. In January 1963, Article 25, Section 191 of the Commissioner's Regulations, concerning School to Employment Programs, was approved by the Board of Regents of the University of the State of New York. The Regulations appear in Appendix A.

To encourage the development of local demonstration programs, the Department is authorized to reimburse half of the approved local expense of programs, within the amount appropriated each year by the Legislature (\$200,000 in 1964-65). It is important to note that nothing in the Education Law or the Regulations precludes school districts from establishing programs supported wholly from local resources.

At this writing programs are being aided in New York City, Buffalo, Rochester, Watertown, Ithaca, Albany, Yonkers, Greece, North Tonawanda, Poughkeepsie, South New Berlin, Nyack, and Brentwood. A number of other districts are currently developing plans for programs.

II

THE PROGRAM IN OPERATION

The ultimate purpose of the program is the reduction of the number of unemployed dropouts. This can be accomplished either by enabling pupils to return to the normal school program and graduate, or by assisting them to obtain and maintain satisfactory full-time employment if they leave school before graduation.

The essential program elements for pupils are a daily class session of at least one school period in length devoted to orientation to school and work, and supervised work-experience, both under the same teacher-coordinator. Because some potential dropouts are difficult to place in private employment, a unique feature of STEP is the "stipend" arrangement, whereby pupils may be reimbursed for employment in tax supported agencies from the funds of the school district. In other words, the public agency provides the placement opportunity and receives the benefit of the pupil's efforts, but is not required to reimburse the pupil for this work. This expense is absorbed by the school district. In private placements, the employer is responsible for the pupils' wages. As noted in the Regulations, all placements must be in accordance with the Education Law and the Labor Law. Pupils must obtain employment certificates. Also they cannot be employed in situations where they are not protected by Workmen's Compensation Insurance. Finally, participating pupils must be at least 15 years of age.

Above we have sketched essential program components. From the initial considerations of the problem in 1961, the actual legislation, and the Commissioner's Regulations, it is clear that school districts may dispense with the normal academic requirements so that the entire STEP program may

uniquely geared to the needs of potential dropouts. Most often pupils attend school in the morning and are employed in the afternoon. For that portion of the morning not assigned to the daily orientation session the Regulations indicate that ". . .pupils may be enrolled in those classes of academic, special, and vocational instruction appropriate to their individual needs, interests, and abilities." In response to this possibility, some districts have provided classes in the basic skill subjects for STEP pupils in addition to the meeting with the coordinator. These classes are unfettered by any of the normal class standards but matched closely to the capacities of the pupils, whatever their level. Other districts provide a "core" approach by assigning the coordinator to instruct the group in two related subjects, the content of which he adjusts to accommodate the school and work emphases of the program. This then constitutes the required daily meeting between the coordinator and his pupils. Still other districts schedule pupils for but the single mandated period with the coordinator and enroll pupils in normal classes during the remainder of the morning.

It does appear that there is a tendency, as the program is evolving, for more districts to create a set of integrated school experiences for slow learning potential dropouts which are fairly distinct in content and organization from the normal program. It is interesting to note that several of the districts which have recently expressed an interest in STEP have already made some special provisions for slow learners and look to STEP as a logical culminating experience for such pupils.

Before moving to a more specific description of key program elements, it may be well to note that whereas work-study programs are by no means recent innovations in educational practice, STEP has a rather different

purpose than at least the cooperative programs coordinated in the Department's Division of Trade and Technical Education and its Bureau of Business and Distributive Education. These last programs have the development of a specific vocational skill as their objective. STEP seeks the more general outcome of developing an effective and improved attitude toward school and work. There is no commitment to developing a specific vocational skill although opportunities for so doing are not overlooked. In this, STEP comes closest to the General Work Experience Program coordinated by the Department's Bureau of Secondary Curriculum Development which does not acquire training for a specific vocational goal. However, this last program is intended to serve all types of secondary pupils who may benefit from the opportunity to work part-time rather than potential dropouts, and moreover, does not require the daily class session and the close supervision of work-experience by a coordinator, which are so important to STEP.

At this point it may be well to mention that any of these "other" work-study programs may have special attraction for STEP "graduates." This is because there has been a feeling in the aided programs that since STEP provides such concentrated service to potential dropouts at somewhat higher than usual expense, it may be well to limit the exposure of individual pupils to one year. However, this is a discretionary matter with local districts. As pupils have completed the year's program, it has become obvious that a number of them who intend to return to the normal program may shortly again become candidates for premature withdrawal as they lose the several benefits of the work-study plan. Hence, it has been suggested that the other work-experience programs available should be considered as vehicles for the continued support of the STEP graduates. A possibility worth considering, if no other programs exist, is the development of a

General Work Experience Program, which permits part-time work but avoids the necessity for the close supervision characteristic of STEP.

Where STEP units operate most effectively, liaison is still maintained with pupils after they leave the program, although efforts are made to gradually lessen the degree and scope of supportive action. Pupils are encouraged to return to the teacher-coordinator for advice on programming, after-school employment and problems which may be extensions of concerns discussed in personal interviews while in STEP; but, they are expected to be more self-reliant and less dependent on the teacher-coordinator than formerly. In most cases, the success in the transfer to full employment or to a full program of school studies depends on active follow-up by the teacher-coordinator. This open-door policy is especially helpful in guiding students toward continued education after leaving school.

III

SPECIAL CONSIDERATIONS

A. The Key Position Of the Teacher-Coordinator.

The teacher-coordinator is the key to success in the program. He is not just another teacher assigned to another class, but a teacher with special duties and responsibilities as well as a supervisor and guide centralizing all activities of the pupils in school and at work. Sufficient time must be allotted in his daily program to allow full attention to students not only in the classroom but also in private conferences, and in visits to employers and others.

Each STEP Coordinator is selected on the basis of demonstrated success as a teacher; sensitivity to the needs and interests of pupils; good working relationships with teaching colleagues, administrators and parents; possession of a guidance-oriented approach; and a knowledge of the world of work and job placement.

In addition to making the final selection of pupils after a review of records and interviews with teachers, pupils and parents, his duties include the following: teaching STEP pupils for one or two periods; visiting pupils on-the-job; visiting employers, parents and school resource personnel; counseling pupils; following-up pupils' progress with subject teachers; maintaining contacts with the State Employment Service and other resource agencies in the community; preparing special teaching materials; and recordkeeping and related tasks.

Although the teacher-coordinator arranges for help to the pupils through pupil personnel and other school services including specialized assistance in subject areas, the main responsibilities for assisting the pupils rest with him. He reflects a guidance orientation both in his formal

instruction and in his coordination of the pupils' employment to effect vocational direction and competence. The degree of change in their attitudes and achievements will, to a large degree, depend on the relationship the coordinator develops with his pupils in individual interviews, in and outside of school, and in class discussions of pressing problems. The pupils perceive early that the coordinator can and does help them appreciably if a climate of mutual confidence and cooperation prevails.

B. Selection of Pupils

Candidates for STEP are pupils whom school officials have systematically identified as potential dropouts. After interviews explaining the program, candidates must indicate a willingness to accept the challenge for change; they must have some capacity upon which to build. Pupils who join the program are presumed to be ready and able to attend school and work for very nearly a full day of six to eight hours.

In the Holding Power Project previously mentioned, the following pupil attributes were found to distinguish adequately, in advance of school leaving, between pupils who became dropouts and those who did not. The factors are listed in decreasing order of their discriminative power.

<u>Rank</u>	<u>Characteristic</u>	<u>Qualifying Condition</u>
1	age	old for age group (over 2 years)
2	grade retardation	one year or more retarded
3	learning rate	below 90 I. Q.
4	pupil's interest in school work	little or none
5	school marks	predominantly below average
6	ability to read	two years or more below grade level
7	parental attitude	negative
8	general adjustment	fair or poor
9	participation in out-of-school activities	none
10	attendance	chronic absenteeism (20 days or more per year)
11	acceptance by pupils	not liked
12	number of children in family	five or more
13	reactions to school controls	resents controls
14	educational level achieved by mother	grade 7 or below
15	parental attitude	vacillating
16	participation in school activities	none
17	educational level achieved by father	grade 7 or below
18	father's occupation	unskilled or semiskilled
19	health	frequently ill, easily fatigued
20	school to school transfers	pattern of "jumping" from school to school
21	physical size	small or large for age group

It was found that roughly 75% of those individual pupils with five or

more of the characteristics cited above actually became school dropouts. The items predicted male dropouts with greater efficiency than female dropouts. Of course, the teacher-coordinator will eventually determine for each candidate through exercise of his professional judgment which are potential dropouts and which can best be assisted in STEP.

Often potential dropouts appear to be slow-learners. However, it is important to point out that their present poor academic achievement may, in many cases, be misinterpreted as slowness due to limitations of intelligence. Experience has shown that there is nothing fixed in these profiles, especially since their poor performance may be due to a variety of elements of educational disadvantage. Under proper conditions of learning, guidance and motivation, their performance may improve markedly. Accepted as persons of worth and assisted in times of needs, achievement becomes more possible and likely.

It is best to start on the process of selection well in advance of the new term in order to have sufficient time to explain the program to prospective candidates and their parents and to obtain the consent and cooperation of both. It also affords pupils an opportunity to line up jobs with private employers in advance of joining the program. (The acceptability of pupil-located positions will, of course, be evaluated by the teacher-coordinator after consultation with the work station supervisor.) Another important reason for starting early is to increase the opportunity to contact pupils of irregular attendance, including truants, who might well benefit by the program and accept it, once they are apprised of its aims and operations. The attendance-teachers can be of assistance in this respect.

It may be useful to compile a list of candidates from which to make selections for new entrants and later additions to the class noting for

each of those characteristics outlined earlier which apply to them. Candidates are most usually referred to the coordinator by administrators, counselors, and advisors, although teachers and other staff members may assist as well. When programs are well established, nominations may be received from agencies and from parents. Pupils, too, often volunteer for the program. Finally, the coordinator may discover a number of candidates through a study of the cumulative records of pupils at the grade levels from which STEP pupils are usually solicited in his school and by an examination of the distribution of grades assigned at the most recent marking period.

The initial interview with pupils should be private and extended in time, if necessary, to the point of effective communication and rapport. In preparation, the teacher-coordinator will have studied the cumulative records for data on school achievement, objective test results, health, socioeconomic status, past work experience, behavior and attitudes. The interview provides an opportunity for inventory-taking in an informal, friendly atmosphere in which the program is presented as an opportunity to overcome difficulties with the help of expert guidance. However, the pupil must be apprised of the fact that he will be expected to assume responsibilities, exert effort and show achievement; these are qualifying conditions.

In all cases, the consent of the parents or guardian must be secured. This will require interviews with them to outline the way in which it may assist their children and to enlist their active cooperation. When it is not possible to interview the parents or guardians at school, efforts should be made to contact responsible senior members of the family or to visit the parents at a convenient time at their places of employment or at home.

There will be instances where the teacher-coordinator may find it necessary to work cooperatively with a social or government agency or a plan for rehabilitation or redirection. As a general rule, STEP is not designed for young people with records of psychotic behavior who may require specialized care, or for those whose ability is less than that of pupils in the normal school program.

C Flexibility In Instruction

Pupils in STEP usually have experienced frustration and failure in the regular program of studies. Unless there is a break with the traditional instructional approach and content, this pattern is likely to continue. There should be less reliance on textbooks and the textbook-approach which emphasizes abstract concepts, verbalization, and rigid sequence. Instead, the learning atmosphere should be somewhat informal. The teacher-coordinator is advised to concentrate on motivational opportunities and the functional aspects of subject matter, especially as they relate to job preparation and present employment.

Although instruction will be predicated on a high degree of individualization and the lessons will not be fixed day-to-day, there should be a plan, coherently arranged, of the body of subject matter to be pursued. Interrelated units of study should be organized so that goals are discernible and standards for achievement can be set.

D Faculty Orientation and Participation

Members of the faculty will be called upon to suggest prospective candidates for STEP, to appraise the progress of STEP members in their subject classes, and to plan with the teacher-coordinator concerning specific pupils. Their participation will be continuous and active. They should therefore - prior to the inception of STEP or soon thereafter - be

oriented to the meaning and operation of the program. In many of our programs, faculty conferences are called for this purpose. The teacher-coordinator, of course, will maintain and strengthen the original contacts.

E. Work Experience

Aside from the concentrated attention of an educational specialist upon the needs of a relatively small number of pupils, perhaps the most important element in STEP is the provision of a meaningful work-experience. There is abundant evidence that the opportunity to learn appropriate responses to the demands of the world of work in "real" employment situations generally does result in the attitudinal maturation which the program is designed to foster.

In STEP, pupils are placed with basically three types of employers: e.g., private employers, board of education, other tax supported agencies. In the latter two, pupils receive stipends for their work from the funds of the school district. It is quite permissible for agency employers to reimburse STEP pupils from their agency funds and some do. In private employment, the employer is responsible for providing at least the legal minimum wage.

Basically, the stipend feature is intended to provide that potential dropouts, who may initially be difficult to place with private employers, have an improved opportunity to obtain satisfactory work experience. This goal has been readily reached in all programs as coordinators have found that supervisors in public agencies and in school systems are more than willing to make use of the services of young adults, especially when this results in no additional financial burden to their agency. Although the availability of stipends does practically guarantee the ready placement of all STEP pupils, it also may encourage some complacency on the part of the

coordinator in his search for private placements. While the rigors of the adult marketplace may be exactly duplicated in many stipend situations, on the whole it can be hazarded that private employment is somewhat more likely to force the pupil and his coordinator to master pressures and problems more nearly similar to those that will be met when the pupil leaves school. The foregoing applies especially to placements in which the school district is the employer. As a general rule, pupils should be located within the building in which they spend their academic morning only if absolutely necessary. Even though stipend placements are reimbursed at substantially less than the minimum wage (usually beginning at \$0.70 per hour) to emphasize their preparatory and training characteristics, such placements often result in a substantial expense to the program and afford thereby a most practical inducement to the development of placement opportunities in private employment.

The placement of his pupils often requires the utmost ingenuity and persistence on the part of the coordinator, especially with private employers. Often several telephone calls and personal visits to explain the advantage of accepting a school supervised part-time employee may be necessary to obtain a single placement. However, once secured and successfully maintained such placements may remain available to the program for a considerable period of time. Of course, it is necessary to avoid creating the impression that participation in STEP is primarily a type of social service or that the pupils require an unreasonable degree of oversight. STEP pupils have been privately placed with local retail outlets of all types, factories with light machinery, and in professional offices, among many locations. There they have filled positions such as messengers, sales clerks, stock boys, file and general clerks, and semi-skilled workers.

Coordinators have often encouraged pupils to exercise initiative in seeking and obtaining private employment rather than relying upon a referral by the coordinator. This experience itself can be a valuable topic for discussion, both for the group as a whole and between the coordinator and individual pupils.

Public placements, as mentioned earlier, have not been difficult to secure. Pupils have filled positions in city offices, departments of public work, recreation centers, hospitals, libraries, municipal water works, and, of course, in buildings of the school district. In addition to the occupations illustrated for private employment, they have also filled a number of public positions in food service.

Because all employment, public and private, must be in accordance with the New York State Labor Law, a guide to employment possibilities may be found in the several publications outlining the provisions applying to the legal employment of minors. Employment certification is therefore required.

Other resources in locating employment are the want-ad columns of the local newspaper, community agencies, social organizations, school officials, and members of the local STEP advisory council.

All local offices of the New York State Employment Service have agreed to assist in the development of STEP. NYSES representatives can provide valuable placement, counseling, and testing services as well as descriptions of the local labor market for the coordinator and for the STEP class.

Neighborhood employment surveys can be profitably undertaken by the coordinator and his STEP group. Quite apart from the possibility that the survey may unearth worthwhile placement prospects, it offers an important opportunity to increase community understanding of and support for the program. When pupils participate they may become more keenly aware of job

requirements. The coordinator will find that the pursuit of suitable openings for his pupils is never really concluded. Not all placements will be successful and for this reason and others, resourceful coordinators attempt to maintain a "backlog" of opportunities.

Obviously a key person in any successful placement is the supervisor at the work station. His attitude has a profound effect upon the pupil's reaction to his experience. Therefore the coordinator must carefully apprise the capacity of the supervisor to assist the pupil in a manner neither unduly stern nor dangerously permissive. Again the work station supervisor must be willing to cooperate with the coordinator in the latter's attempts to gauge the progress of his pupil on-the-job and to solve problems as they arise. A matter of some importance is the frequency and content of the communication between the coordinator and the supervisor. The coordinator must take care to avoid excessive demands upon the time of the supervisor while at the same time obtaining the assurances he must have that the pupil is performing satisfactorily. Most coordinators rely upon a combination of personal, telephone, and written contacts with their work station supervisors. The majority of coordinators have developed a checklist through which work station supervisors may economically indicate the status of pupils.

Following a visit to the pupil at his work station and a conference with his supervisor, coordinators usually arrange an interview with the pupil to review his progress.

An unexpected strength in the program has been the generally warm response of employers and supervisors to both coordinators and pupils. They have recognized that the visits of the coordinator often improve the performance of their employees. Fruitful topics for the consideration of the group

in the daily class session can be gleaned from observations during these visits and the comments of supervisors. Job vocabulary, spelling, and arithmetic; interpretation of a manual of instructions; procedures in correcting a mistake are examples of such subjects. Such "feedback" helps to cut down on job mobility and to eliminate trial and error behavior on-the-job. Moreover, this link between school and work adds vitality and meaning to the daily STEP instruction.

Reasonably, coordinators will be in relatively frequent contact with employers and supervisors when a pupil is initially placed. Equally, he will carefully prepare each pupil to respond adequately to each new position and if possible will provide some practice in the skills necessary. The pupil may need unusual support and encouragement from the coordinator for an interval after placement until he becomes comfortable and competent in his new situation. It has been found helpful by many coordinators to outline in writing the duties of the position as understood by himself, his pupil, and the supervisor.

Since there is more than a slight possibility that some of his pupils will become "unemployed" after initial placements for a variety of reasons, the coordinator will need to devise a procedure which will absorb their suddenly unoccupied time. Temporary assignments to school work stations or to classes may be used for this purpose. Ultimately, the coordinator is responsible for the pupil's presence either in school or at work while he is in STEP. It is in situations such as this that the coordinator will find his "backlog" of employment possibilities invaluable.

Finally, pupils must be held to high standards of attendance in school and on-the-job to avoid damage to the acceptance of the program by pupils, staff members, and employers. If absences due to illness are frequent, a

new health examination may be necessary.

F. Home and Community Contacts

STEP, a voluntary program requires the consent of parents before pupils may participate. Parents should clearly understand that in addition to approving the privileges and opportunities of the program for their children, there are responsibilities that they too must assume. They can be of special help in cooperating with the coordinator to improve attendance at school and work, and in supporting the positive changes in attitude the program is designed to encourage. A parental interview is appropriate to learn more of the home situation, to review the pupil's past school record, and to discover the parents' hopes for the pupil's future. Parents and guardians should advise the coordinator how and where they may be reached should the occasion demand.

The Holding Power Project, the Bureau of Guidance investigation of early school leaving which was completed shortly before STEP was established, revealed the important effect that the attitude of parents has upon the decision of pupils to leave before graduation. For this reason coordinators have made unusual efforts to obtain the support of parents for the successful participation of their children in STEP. Coordinators frequently make home visits and schedule evening office hours to develop effective communication with parents.

STEP is a comparatively new educational venture and its operation extends very much beyond the confines of the school building. Careful explanation of the program is indicated to insure that it is appreciated as an educational service for pupils who respond well to a curriculum combining school and work. The view that it is a punitive, custodial, or delinquency prevention plan must be avoided at all costs.

As with parents, the development of meaningful contacts with employers and prospective employers will be pursued largely away from the school building at their places of business although the coordinator will hold himself ready to meet with employers at school if this should be convenient. If possible in such cases, the employer may talk with the STEP class during his visit to expand the pupils' job horizons.

Where collateral visits to parents, community centers and social agencies are indicated in the search for solutions to the problems of particular pupils, it is wise to obtain a Social Service Exchange clearance in advance to discover past and present agency efforts with pupils and their families. With rare exceptions, pupils should be advised of such contacts and that they are not for "checking" purposes but to help them progress on the program.

Also in the area of home and community contacts, coordinators have moved to establish advisory councils made up of representatives of local industry, business, government, education, and organized labor to build public understanding and acceptance for STEP, and not wholly without forethought, to open additional placement possibilities. Council members receive reports on the activities of STEP, advise on public relations and participate in some program events such as an award ceremony at which formal recognition is extended cooperating employers.

G. Measuring Progress

The announced goals of STEP provide the standards against which progress may be assessed. If pupils return from STEP to the normal school program and succeed therein, our goal has been accomplished. Again, if pupils leave school from STEP but with such orientation to the world of work that they become employed, readily and satisfactorily, then too, STEP has achieved its

purpose. The teacher-coordinator, therefore, must regularly assess the status of his pupils after leaving the program. All of the districts now participating in STEP, as a condition of approval for state aid, have agreed to followup pupils one year after they leave STEP.

While application of the criteria above will serve to measure the long-term impact of STEP, the teacher-coordinator must also be sensitive to the more immediate reaction of pupils to the program. What characteristics of pupils should be studied for evidence of growth? Summarily, coordinators should observe precisely those factors upon which they relied in selecting pupils originally, as a minimum. If potential dropouts were nominated because of underachievement, poor attendance, and a negative attitude toward school, then the coordinators should plan to systematically collect information relating to these topics while the pupil is participating in STEP.

A program area which cannot be neglected is the pupil's performance at his work station. This is at least as important as his academic efforts.

Teacher-coordinators will be well advised to establish routines for the collection of information concerning the progress of pupils in school and at work which insure a steady accumulation of pertinent data but which are not burdensome to those who supply it; i.e., teachers and work supervisors. The coordinator should be able to collect data on academic progress and attendance, himself, from school records without contacting teachers in some instances. Such possibilities should not be overlooked.

Because changes in attitude or disposition often are precursors to more objective improvements in academic work or skill on the job, the coordinator should attempt to discover such less tangible products of program membership in his contacts with teachers and work supervisors. Observation of pupils and contacts with parents may add useful information in this area.

Perhaps the best means through which to assess the outcome of STEP for individual pupils is through the development of a case study which takes into account all of the information accumulated on the pupil. A case conference, too, may be a useful vehicle through which to assemble all of the professional opinion available on a particular pupil and to assess its implications. The conference has an advantage over the study in that it may stimulate the participating staff members to greater interest in the program and to increased efforts to assist the pupil under discussion.

An essential element of STEP fostered through the relatively small number of pupils served by each coordinator, is the opportunity for much individual contact. Certainly a fair share of these contacts should be devoted to a careful review of the pupil's progress in school and at work which draws upon all the sources at the coordinator's command. For best effect, these reviews should be scheduled at regular interviews. Of course, additional sessions will be held as the occasion demands.

All STEP districts have agreed to identify groups of potential dropouts who closely resemble the participating pupils for control purposes. On the program level, an analysis of the experience of the control group affords a convenient background against which to estimate the progress of the active group.

IV

CONTENT OF THE DAILY ORIENTATION SESSION

The Commissioner's Regulations for STEP require that "Students shall meet at least one period each school day to consider topics designed to facilitate adjustment to school and employment." In practice, the majority of programs have established daily STEP "classes" to fulfill this mandate. However, some districts, with the approval of the Department, have covered the topics in a minimum of a two period block devoted ostensibly to other subjects. For example, the teacher-coordinator is responsible for providing the STEP group's instruction in English and social studies. His core-type presentation of these two subjects includes and emphasizes STEP topics whenever appropriate.

The content outlined below constitutes the desirable core of subject matter common to all STEP units regardless of their patterns in time allotment and subject classification. It is not meant to be restrictive and there may well be additions depending on the needs of the students and timeliness. There will be constant feedback from visits to the employers to reinforce and enrich the topics outlined; in some co-educational or all-girl units it might be advisable to add sections on home management, economics, and child care. A valuable reference for additional topics on the consumer, family membership, personal mathematics, mathematics as a worker and citizen is Curriculum Resource Materials for Meeting School Retention and Pre-employment Needs (Curriculum Bulletin No. 8 1960-61 Series, New York City Board of Education), which has been consulted frequently in the development of this bulletin.

Although there is a great deal of emphasis on resolving difficulties pupils will meet in the present, it is very important to consider also the

longer-term view. For example, "The Danger in Constantly Shifting Jobs", "Selecting a Job" and "Learning About Yourself" give attention to post-school problems. Another factor highlighted in the content is an understanding of the local area: the economic make-up, job opportunities, qualifications and trends. This factor will have some application in every phase of the topics outlined below and can be used to advantage in the daily instruction. It suggests a number of interesting project assignments involving simple research skills.

The outline is primarily a guide for teacher-coordinators, but it is presented in a manner -- vocabulary and organization -- to make it useful, if desired, as an outline for pupils as an overview of the work which will follow and/or as a review sheet.

In Chapter VI, suggested lesson plans illustrate the development of certain of the units. The time spent on each topic will depend on the interest aroused and the measure of achievement taking place.

1. What STEP means (Orientation)
 - a. Purposes of the program.
 - b. How it functions: In school, on the job.
 - c. Rating standards and school credits. (e.g. attendance, job-performance, school achievement, effort.)
 - d. Opportunities for improvement, self-growth and individual help.
 - e. Responsibilities and privileges:
 - Responsibilities: Obey school laws, show effort and application.
 - Privileges: Gainful employment during school day, individual guidance, opportunity to build positive record of achievement.
2. The individual conference with the coordinator.
 - a. How it can be of assistance to you.
 - b. The confidential nature of the conference.

- c. When you will get together for the conference.
 - d. How you may arrange for one.
- 3. How important is it to stay in school?
 - a. Insuring a better chance in competing for the more favorable jobs later.
 - b. Mastering subjects every successful person needs: e.g. reading, arithmetic.
 - c. Getting advice on present and future employment: On STEP and after STEP; in your local area and elsewhere.
 - d. Taking advantage of the opportunity to graduate and continue your education.
- 4. The importance of your school record in employment.
 - a. Careful study of cumulative record cards with respect to information requested by employers or agencies.
 - b. Understanding how a poor record in the past can be overshadowed by positive achievements — starting now.
 - c. Case histories to illustrate use of school records.
- 5. Getting the job. (Considerations for present STEP employment and for future employment)
 - a. Selecting it
 - ...Understanding that STEP employment is primarily an introduction to the world of work
 - ...Understanding that STEP is both a job and a school subject
 - ...Knowing what the job market is at present in your area
 - ...Studying trends in changing job opportunities in your area
 - ...Being prepared to start from the bottom
 - ...Setting up criteria for selection. Where you fit in.
 - Job skills and training required
 - The education you need
 - Your interests and aptitudes

Opportunities for advancement

Travel time and school schedules

b. Where do you seek help in looking for a job?

...Public agencies (e.g., N.Y.S.E.S.)

...Private agencies (including community and religious)

...School guidance office and Youth Employment Service representative

...Newspapers (including city, neighborhood and civil service newspaper)

...Friends and relatives

c. Documents and legal authorizations in applying for a job

...Working papers and health examinations

Limitation on number of working hours and type of jobs

Reason for these laws

Process of obtaining certification

...Social Security

How Social Security insures you

Why it is a function of the federal government

How you secure a Social Security card

d. Applying for a job

...By letter

Format

Information and content

Grammar and usage

Neatness

...By application

Following directions properly (e.g., "Print, do not write")

Understanding terminology used for the job area

Having on hand information concerning schooling and experience

...In person

Good grooming

Courtesies

Selling oneself but guarding against overselling or underselling

(Playing the role in a classroom -- mock interview)

...By examination

Preparing in advance, if possible

Timing yourself

6. Getting a start: The first day

a. Reporting on time

b. Practicing courtesies

c. Questions: When to ask them and how to ask them.

7. Holding the job

a. Performance on the job

...Knowing first what your task is and then doing it

...Accepting supervision and criticism

...Doing your best

...Avoiding repeated error

...Working as part of a team

...Learning more than your specific job, where possible

...Accepting responsibilities willingly

b. Personality traits

(It has been estimated that more than 70% of those discharged from employment are dismissed not because they are unable to do the work but because they lack certain personality and character traits)

...The desirable character traits of honesty, reliability and cooperation

...Good grooming

...Good speech

...Good manners

...Even temper

...Self-confidence but not conceit

8. How proper personality traits are important at all times.
 - a. As a social asset
 - b. In growing on the job
 - c. In getting along in school and at home
 - d. Learning to work with others
9. Learning how to travel in your area
 - a. Using the transit map
 - b. Understanding the geography of your area
 - c. Short cuts in travel
10. The dangers in constantly shifting jobs
 - a. How it affects your STEP record
 - b. How it endangers future referral and recommendations
 - c. How it shows shortcomings in attitude and personality
 - d. How an employer (STEP and later employment) regards constant shifting
11. How to measure success on the job
 - a. The satisfaction of doing a job well
 - b. Learning new skills and operations
 - c. The pleasure of doing something you like
 - d. The wages you make now and the chance for advancement

e. Learning to work with others

12. Learning about yourself and planning ahead

- a. What are your abilities now and how can they be measured?
- b. What are your interests and how can they help you at school or on the job?
- c. How can new interests be developed?
- d. How can your abilities be developed?
- e. What are your physical limitations, if any?
- f. How do you get along with others?
- g. Do you prefer planning and looking ahead to drifting?
- h. How do you face new situations?
- i. Can you accept criticism?
- j. Have you chosen a vocational goal? On what basis? Is it realizable?

13. Job opportunities in your local area

- a. What are the main businesses and industries in your area today?
- b. What are the skilled, semi-skilled and unskilled jobs in these businesses and industries?
- c. What are the lower wage businesses and industries? The lower wage jobs?
- d. Where are there more opportunities - manufacturing or service industries?
- e. How will automation affect the type of job in which you are interested?
- f. What changes are expected in your area?
 - ...New businesses and industries being developed
 - ...Factories moving out

...Businesses and industries relocating in the area

g. How will staying in school improve your job opportunities?

h. Are opportunities for civil service increasing?

14. You and the military service

a. How military service is an example and responsibility of good citizenship

b. What you have to offer and what the services need

c. Decisions which call for careful planning in advance

...Enlistment/draft/volunteering for induction/six-month Reserve Program

...When to join the services

...The choice of service and program

d. Provisions for deferment

...Occupational ("Necessary to the maintenance of the national health, safety and interest.")

...Educational

...Extreme hardship

e. How more schooling can be of benefit to you

f. Opportunities in the services

...Education and training (USAFI: correspondence and self-teaching courses, schools).

...Careers (e.g., there are more than 40 different career fields in the Air Force and more than 100 in the Army)

15. Where to get help after leaving school

a. Occupational help (NYSES, school employment bureau, school guidance office, private and public counseling centers, civil service office, STEP Coordinator, Manpower Redevelopment and Training)

- b. Educational advancement (evening high school centers, adult education, guidance centers, STEP Coordinator, private trade schools, community colleges)
- c. Social and family problems (Government and non-profit agencies)

For teachers who may be interested in adhering to a core approach, examples of correlation of content within the framework of STEP objectives follow:

1. Our American Heritage

- a. Great leaders in American life; past and present. Personal qualities leading to success. (Perseverance, application, overcoming handicaps, dependability)
- b. The meaning of Labor Day as a symbol of the importance of labor in our life and its dignity.
- c. Our American ideals in practice; their application in the past and how you can apply them today.
 - ...Fair play, teamwork, aid to the needy, exercising self-reliance, accepting responsibilities.
 - ...On the job. Laws of minimum wage, safety, compensation, social security, anti-discrimination, hours of labor.
- d. How the functions of government are shared or divided among state, federal, and local governments.
- e. The freedoms we are guaranteed
 - ...The Preamble and the first ten amendments to the U. S. Constitution.
 - ...Labor and management as free agents in a democracy. (Compare with dictatorships.)

f. Our responsibilities as citizens

...Obeying the laws

...Respecting authority

...Exercising alertness in voting: government and union

...Knowing the functions of important government agencies and how to use them properly.

2. Language Arts

a. How are the following important to you in getting a job and holding it? (Give specific examples.)

...Reading. (Speed and comprehension; directions; messages; applications; office and shop signs.)

...Using correct grammar

...Expressing yourself orally. (Taking messages; speaking to customers; being interviewed; giving directions; explaining an incident or operation.)

...Building a vocabulary. (Office or shop vocabulary; ease of expression.)

...Spelling correctly.

...Expressing yourself in writing. (Taking messages; leaving messages; requesting information by letter; applying for a job)

b. How can you improve in the areas in which you are weak?

...How your school work helps you

...What you can do at home

...How the school and local library can be helpful

...How to make good use of daily newspaper

3. How Our Government Works

a. Why is it necessary to have laws?

b. Examples of laws in operation

...School laws: hours of attendance, standards of achievement,
traffic laws, student government.

...Government laws: attendance, health examinations, required
courses, fire drills.

V

EFFECTIVE PRACTICES AND TECHNIQUES

A. Academic Upgrading and Review

In addition to scheduling special reading periods for STEP pupils or making use of reading "labs" and workbook materials a number of units schedule brief warm-ups or reviews in reading, vocabulary, spelling, or arithmetic at the beginning of the period while class routines and records are being checked. In all cases, the teacher-coordinator should avoid using static text questions and exercises. When it is not possible to prepare original instructional materials, existing materials should be refined, modified, or adapted.

For upgrading in reading, many of the High School News Service Reports (published monthly by High School News Service, Building 3109, Great Lakes, Illinois) have been found very helpful. They are concise, two page (illustrated) articles on various aspects of military life but with broad interest appeal and vocational orientation. The teacher should prepare key questions for pupils to answer to test reading comprehension.

To strengthen the link between school and work STEP pupils develop as a class project, a practical spelling list of words they encounter on their jobs. Each pupil gathers a list of 15 to 20 words and submits it to a committee for alphabetization and reproduction. The fact that there are a number of duplications in the words submitted points up the tasks common to several jobs. Brief drills and tests on the list follow. As a variation, the vocabulary from other subjects in which pupils are enrolled may be used.

In arithmetic, there are many opportunities to select practical examples noted at work stations which can be quickly reviewed or presented as classroom exercises.

B. Job Rotation

Experience has shown that in a number of cases in which pupils were unable to progress in their original stipend-placements, transfers to other jobs resulted in significant improvement. However, the teacher-coordinator should guard against frequent changes and attempt to keep the pupils on a given job as long as is practicable. If it is desirable to provide pupils with additional and varied work experiences, changes can best be accomplished at the beginning of their second term on STEP, with exceptions on an individual basis.

C. Group Discussion

Occasional use of group discussion permitting students to interact with each other concerning mutual problems, with the teacher-coordinator playing a relatively passive role, will often afford the teacher a keener insight into the needs of his pupils and suggest directions for useful individual and group counseling later. However, limitations should be placed upon time and topics.

D. Role Playing

Related to group discussion is role playing. Not only is it a major instructional tool, but it assists pupils to learn to identify and manage their attitudes in significant situations. Under proper direction and planning, role playing in the classroom is not lacking in realism. Pupils should be called upon to make judgments and comparisons ("What was good in...?", "Where was improvement necessary?", "When have you had to meet such a situation?", "If you were an employer..."), as well as to take notes.

Some of the topics in which this technique works well are interviewing for a job, taking a message, delivering a message, taking orders, working with others, and discussing problems.

E. Field Trips

In studying local business and industry, field trips are very desirable. They present the class with substantial and meaningful materials for discussion. A selection of places to be visited should be determined not only by pupils' interests but also by future employment possibilities.

F. Library

A section of the school library on the world of work, with special emphasis on local industries and made up of books, pamphlets and magazines can be a joint responsibility of the STEP unit and the library. This may encourage STEP pupils to appreciate and make use of library facilities. The librarian should also be used as a resource person for instruction in the organization and use of the library.

G. Guest Speakers

In moving away from the traditional approach to instruction, the teacher-coordinator can make use of speakers from local industries, government agencies and, importantly, former STEP pupils who are now in the regular school program or who have left school. In one unit, by happy coincidence, two former STEP students appeared during the same week; one related his success as an honor student in a community college, while the other discussed his mistake in leaving school before graduation.

Faculty members often bring stimulating and pertinent viewpoints to the class. Counselors have spoken of the changing world of work, home economics teachers have described the food and clothing industries, social studies teachers have reviewed basic civil rights, and other cooperative education coordinators, the qualities of good workers.

Reaching into the community, New York State Employment Service representatives have outlined the laws regulating the employment of minors; local

representatives of organized labor, the rights and responsibilities of union membership; and social security officials, the features of their program. Personnel directors have conducted simulated interviews and explained employment requirements.

H. Meeting With Parents

Parents are often encouraged to extend more cooperation if they are invited to meetings with topics such as "How to Help Your Child Toward a Successful Career." They benefit not only from the advice of the teacher-coordinator but from the informal discussion and suggestions from other parents who share similar problems.

I. Materials From Work Stations

Students are encouraged to bring in those materials from their places of employment that might benefit all students. These can be used as source and reference materials for instruction, for addition to the class STEP library, or for reports by students. Examples include sample questions used on qualifying tests for certain businesses, reading material such as "Instructions to New Employees", payroll explanations, forms and reports used on the job, and instructions for specific job-operations.

Sample tests can be used in group lessons in training to follow directions and, although some of the mathematics and spelling questions may prove difficult for some students, they may serve to make them realize the importance of further education.

Selected statements from the "on the job" materials can offer high motivation to a lesson, e.g., "the prospects are excellent for any young man or woman who wants to learn and is willing to work hard and qualify for promotion;" "If engaged...I hereby agree to conform to the rules of _____ Co.."

An example of an interesting and instructional series of exercises issued by a service and manufacturing company is "How Do You 'Measure-Up' on Postal Know-How?" Not every page of such manuals is useful for STEP but there are sufficient topics from which a wise choice can be made to add variety and interest to lessons.

J. STEP As a Bridge

To help ease the burden of students in the regular stream of subjects as well as in their hoped-for transfer at a later date to a full day session, it is advisable to maximize contact with elements of the normal program in a direct, practical manner.

Wherever possible, STEP assignments should be shared with those of normal program subjects. Thus, "The Long Summer," "Job Case History," "The Best Hated Man in Town" from a popular English text, can appropriately be studied in English and in STEP.

Subject teachers and employment counselors may address the class briefly on subjects in which they are most qualified and which are pertinent to STEP. The topics may range from "how to study" to "opportunities in the local bank." However, there should be careful planning in advance by the teacher-coordinator and his pupils.

STEP pupils often need an extra "push" to succeed in their studies. Where time permits, whether in the STEP periods, study periods, or individual interviews, it is extremely helpful to offer some tutoring in homework assignments if necessary or in simplifying difficult subjects. In some units, this extends to obtaining permission of the business department for pupils to improve typing skills through practice sessions two or three times a week.

K. School Activities

Although STEP is a special program it should not be separated from the

main stream of school activities. STEP pupils can make definite contributions to such events as Career Night or Career Assembly. They can also help prepare copy on STEP for the school newspaper and yearbook. In one STEP unit a section of the yearbook was devoted to illustrations and explanations of the operation of STEP. These practices help to establish rapport and strengthen the status of the program.

L. Community Relations

The extracurricular activities of STEP pupils can foster better community relations and increased contacts with parents. In some cases, pupils have addressed community groups such as the local American Legion on the meaning of STEP; in several schools, they have helped the needy on special holidays and other occasions. In one such case, the STEP coordinator received a letter from parents (with individual signatures) whose children were attending a nursery school: "On behalf of all the parents of the children. . . may we take this opportunity to express to you and your boys of the STEP class our most sincere appreciation and gratitude. The work, time and effort taken by your boys to show our children the true holiday spirit of 'giving' is something rarely seen today and they are to be highly commended. . ." (STEP arranged for a special Christmas party for these children).

At all such events and for similar human interest stories, maximum advantage should be taken of possibilities for publicity in school and community newspapers.

M. STEP As a Privilege

There should be a determined effort to maintain "high" standards and prestige for STEP and its members. In some local programs, there are entrance requirements in the sense that pupils must demonstrate some

improvement in attendance and application. In others, there is a kind of probation period while the mechanics of obtaining working papers and Social Security numbers are underway before formal entrance into STEP.

This upgrading to the level of a privilege should also be developed in school-agency contacts. For example, a letter from a neighborhood agency to the STEP Coordinator reads: ". . . This is to introduce _____ whom we feel would make an excellent candidate for STEP. . . We have discussed this program with him, and he is aware that this is a privilege. . . and he has agreed to be responsible and cooperative in all required areas. . . We would appreciate your consideration of _____ as a candidate for STEP."

N. Room Decoration and Instruction

The classroom should reflect STEP activities through appropriate use of wall space and bulletin boards. Some of the meaningful materials used for instruction in one program are wall posters on the "world of work" and photographs of pupils at the work stations. In another unit, an interesting and effective project combined learning geographic skills and job orientation. A large map of the local area pin-pointed the approximate places of employment of STEP members.

O. Job Opportunities and Placement

A helpful practice in securing private employment in STEP is to circulate cards or letters to prospective employers. The copy should be business-like, brief, and not patronizing:

"Students are available for part-time employment from 1 P. M. in the afternoon (full-time during the summer months).

These students fulfill the following qualifications:

1. The boys are 16 (or 15) years old.
2. They are dismissed from school at 12:24, have lunch

and can report for work by 1 P. M.

3. They are screened and recommended by the school.
4. They will be supervised on-the-job by the teacher-coordinator.
5. They will work for the minimum wage.
6. The school will arrange for working papers and Social Security cards.
7. These pupils will receive school credit for work experience.
8. A portion of their in-school time is spent specifically in learning basic employment skills and attitudes.
9. They have obtained parents' approval to join this program.
10. They are good prospects for future full-time employment.

Please call me if you have an opening for one of our boys.

Sincerely yours,

Teacher-Coordinator"

P. Testing

Reference has already been made to the value of using standardized tests to encourage pupils to take into account their interest and abilities, in planning their careers. However, involved calculations and assessments with high and low percentile scores and detailed profiles should be avoided unless the teacher-coordinator believes the class is interested and able to absorb fine distinctions and measurements. They can, with little difficulty,

learn and appreciate the necessity for measurement, the availability of instruments and their wide use, and the meaning of such terms as aptitude and qualification.

In some cities the military services have volunteered to administer tests to help guide students in discovering and assessing their aptitudes and STEP units have eagerly taken advantage of this offer. Two of the tests are the Airman Qualifying Examination (a comprehensive aptitude test) and the Armed Forces Qualification Test (a basic screening test employed by all services). The tests are administered by members of the armed forces, but are not part of an enlistment program. Test scores are made available to school authorities and conveniently, conversion tables are supplied for interpretation of scores in terms of more familiar examinations.

Civil Service examinations for entry positions can often be obtained from local commissions or commercial publishers. The administration of such tests to STEP classes or to individual pupils may at the same time convince STEP pupils of the need for acquiring at least minimal academic skills and acquaint them with a screening device they may very likely encounter when they leave school. New York State Employment Service counselors can often arrange for the General Aptitude Test Battery to be administered to STEP pupils and for the results to be interpreted to them.

Q. Rapport and Communication

The orientation of the teacher-coordinator to his STEP pupils is neither rigid or permissive. The following excerpts display this orientation for teachers of pupils who have had difficulty in progressing in school; the first is directed to remedial reading teachers but is equally applicable to STEP instruction, and the second refers to the development of a program for potential dropouts.

"Firmness with quiet humor is more effective than firmness with intimidation. . .on the other hand, a soft and excessively tolerant attitude can be more detrimental than the force of fear. . .

"He starts teaching by breaking down the wall; he weeds out their deep-rooted sense of shame. . .next, the teacher proves that he has faith in the ability of each student. . . this maneuver strengthens his class control and softens even the most hardened discipline case.

"The groundwork will be effective only if the teacher establishes class routines the very first day of the term. . .They can all be induced to conform - but only if they find that the teacher himself is not an escapist; he checks homework, grades written work, and appreciates their efforts. . .These students, with their disoriented lives, respect laws which are carried out. In fact, they want them. . .These students hunger for recognition; if they don't get it, they stop working.

"The materials lie in the students themselves. He starts there. . .Ready-made materials are available for such groups. . .but they can be like dehydrated soups, dull and uninspiring, unless the teacher makes them meaningful with real life experiences." 2

"We should expect standards of growth. They should be held responsible for mastery of the units and should be encouraged to look upon school work in the nature of satisfying job or work-assignments worked out cooperatively. Properly motivated, they can form worthwhile judgments and deal with simple concepts. The notebook, in addition to being a learning aid, should be a valuable source for accounting. Frequent, short, and multiple-choice tests are also helpful. This accounting is important because the students gain appreciably in self-respect and begin to lose the feeling that they have been discarded in the schooling process as useless and worthless.

"School is often more of a block than a challenge. . .They are incapable of sustained effort or attention on projects whose goals are too time-consuming or have little immediate relevance to their needs. Defeat has become the normal course of their experience." 3

2 Jovaitis, Dennis, "Your Remedial Reading Class." High Points. New York City Board of Education. November, 1962.

3 Savitzky, Charles, "Introduction to a Program for Possible Dropouts." High Points. New York City Board of Education. November, 1961.

R. Original Materials

Because of the wide variation in pupils' backgrounds and abilities and the inadequacy of instructional materials, a number of teacher-coordinators have developed their own materials and built up a supply which can be used term after term with modifications.

Thus, in one unit, two original, instructional booklets are "A Step Ahead" and "A Brighter Day." Each chapter in these booklets contains a reading selection, varied exercises in vocabulary, spelling, etc., and motivating illustrations. Some of the chapter headings are "Important Information", "In Good Hands", "The Interview", "An Unhappy Girl", "A Door Begins to Open", "I've Been Chosen", and "We're Going to be Careful." In other units, worksheets with brief texts and questions on job areas and problems have been developed: e.g., "Learning About Occupations", "Keeping the Records", "Test Yourself in Mathematics for the Stock Clerk", "Payroll Computation" and "Hourly Wages."

For students on stipend assignment to school officials, the mimeographing, collating, and distribution of these materials can be meaningful, responsible projects.

VI

SUGGESTED TEACHER MATERIALS: LESSON PLANS: PUPILS WORKSHEETS

In this chapter examples are offered of approaches to the presentation of topics in the daily orientation session. All of these were adapted from materials used in the New York City STEP program where they were developed by Mr. Charles Savitzky, City STEP Coordinator.⁴ They represent treatments of the relatively formal content of STEP. It is expected that they will be blended with lessons developed by the teacher-coordinator to focus upon more specific situations encountered by pupils at school and work.

A. Why You Should Stay In School

Aims

1. To help resolve doubts in the minds of pupils as to the value of staying in school
2. To develop judgment factors
3. To gain skill in interpreting a graph

Helpful Materials

1. Manpower-Challenge of the 1960s. U. S. Department of Labor
2. New York State Labor Market Letter. May, 1961
3. Stay In School! Bureau of Labor Statistics, U. S. Department of Labor. Leaflet No. 8
4. School . . . Or What Else? Bureau of Labor Statistics, U. S. Department of Labor. 1962

⁴ New York City Board of Education, Job Orientation and Guidance for STEP and Related Work Experience Programs: A Supplement to Curriculum Resource Materials for Meeting School Retention and Pre-Employment Needs. New York, the Board. 1963.

Motivation

To facilitate development of this lesson it is suggested that the topic not be announced or placed on the board at the beginning. Interest and curiosity will be aroused by the following drawing on the board:



Pose the question: Have you ever made a mistake involving the loss of money? Pupils relate the incidents, the amount of money involved, and judge whether the mistake could have been prevented. Pose additional question: How would you react if you were faced with the danger of a \$30,000 mistake? (Add this figure to the drawing.)

Development

1. Discuss how dropping out of school before graduation may result in a substantial loss of money. Students are encouraged to refer to actual cases. (Introduce the meaning of statistics and how they are gathered).
2. Students analyze their answers to the questions which follow by examining graph and press reports on the appended worksheet which is made available to them.
 - a. How much higher is unemployment among those with the least education?
 - b. Who is unemployed longer - the younger worker or the older worker? Why?
 - c. Does it make much difference if you are skilled or unskilled? Why?

3. Place on board: Why You Should Stay In School. Students summarize the reasons and enter them in notebooks.

Application

1. Refer to the use of leaders in sports in the advertising campaigns to keep students in school; e.g., Mickey Mantle in subway advertising by Advertising Council. Pose question: What connection is there between traits of a sportsman and the traits of one who decides to stay in school and continue his education? Students read Frank Leahy's statement on Worksheet.
2. Students are requested to read Rickenbacker's statement very carefully. Captain Rickenbacker reached success without much education. Yet, why does he urge students to stay in school and get an education?
3. Call attention of students to the subway poster (reproduce on board)

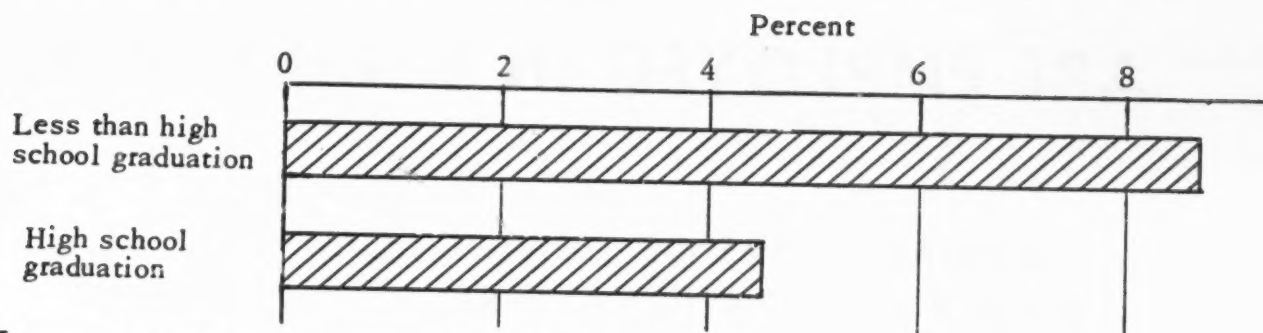


Why is 'better' underlined?

Pupils' Worksheet: Why You Should Stay in School

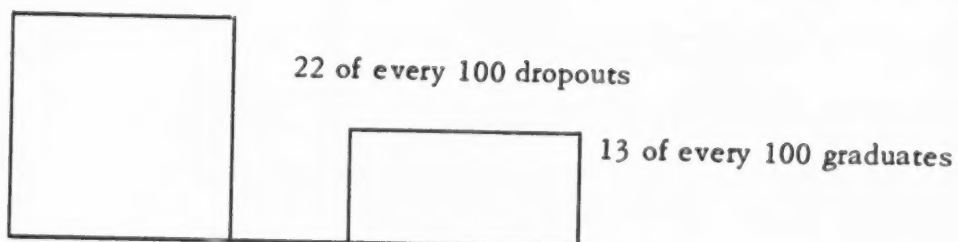
1. Graphs

a. Percent Unemployed by Amount of Education *



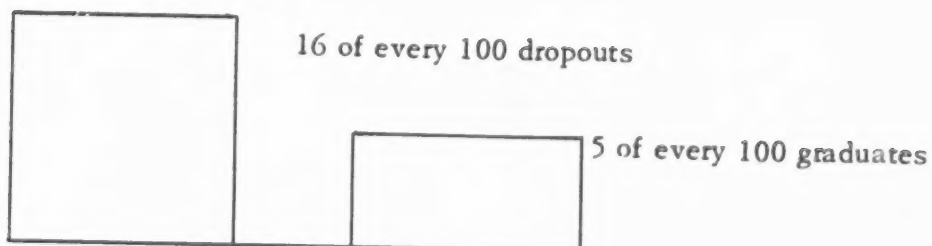
* U. S. Department of Labor, Manpower - Challenge of the 1960's

b. Unemployed *



* School . . . Or What Else? Bureau of Labor Statistics. 1962

c. Unemployed over 6 months *

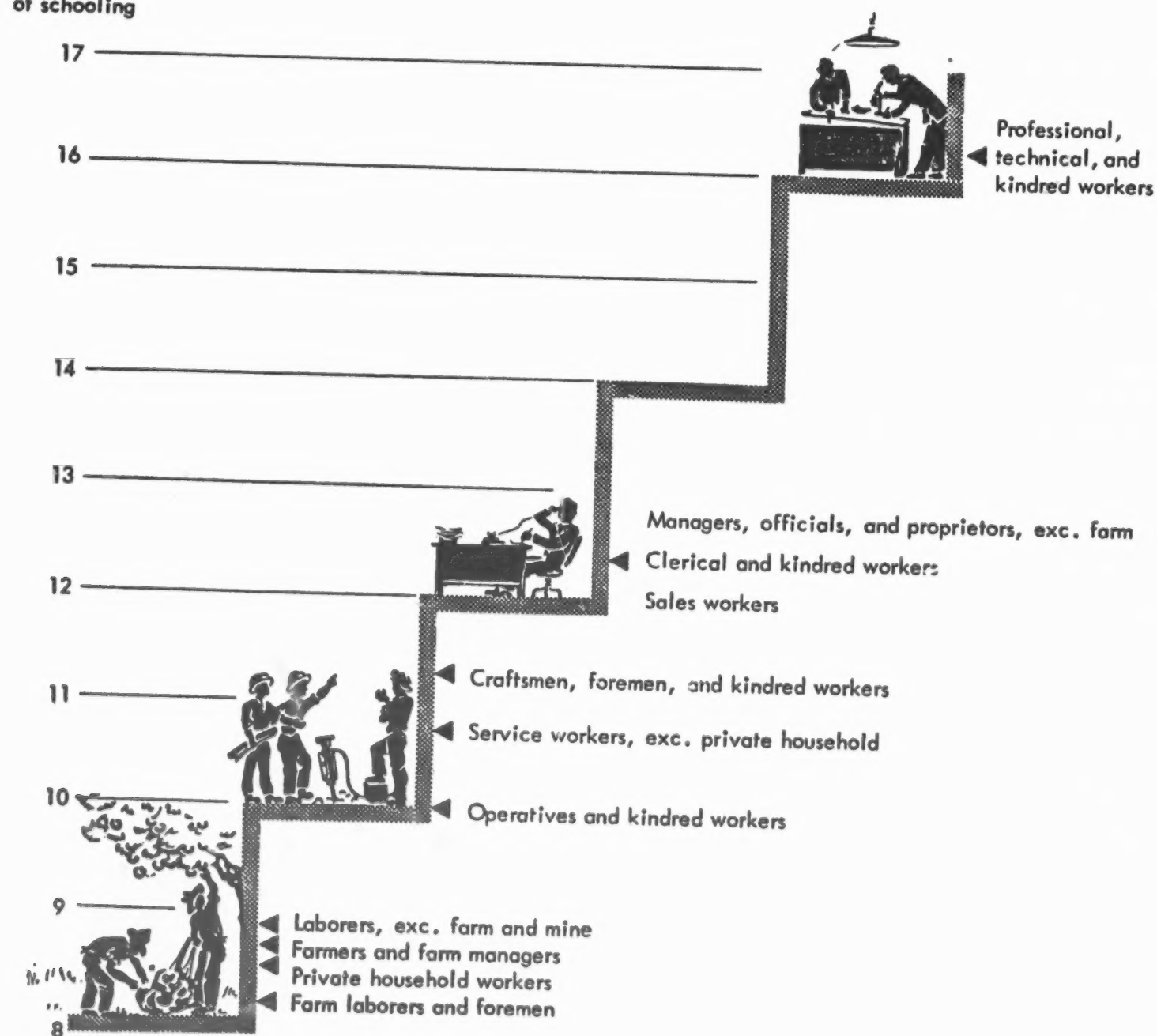


* School . . . Or What Else?

WORKERS WITH MORE EDUCATION ARE EMPLOYED IN BETTER JOBS

**MEDIAN YEARS OF SCHOOL COMPLETED BY
MAJOR OCCUPATIONAL GROUP, MARCH 1962**

Median years
of schooling



Source: U.S. Department of Labor, Bureau of Labor Statistics.

2. Press Reports

a. New York Post - 5/8/61 - Sylvia Porter

"The heaviest percentage of joblessness is among our uneducated and unskilled. Almost one-fifth of those now unemployed are unskilled. The unskilled dominate the 2,128,000 who have been out of work for 15 weeks or more. The jobless rate among the unskilled is nearly eight times that among professional, technical and managerial workers."

b. N. Y. Herald Tribune - 9/3/61 and 9/14/61

"The Bureau of Labor Statistics reported the unemployment rate for males between the ages of fourteen and twenty-five was 15% in 1961, compared with 9% in 1957.

"A study of long-term unemployed disclosed that the percentage of the younger workers who became long-term unemployed rose from 1.5 in 1957 to 4.4 in 1961.

"In a generally surplus labor market, the young people with little experience have greater difficulty being placed in new jobs, are more vulnerable to layoff, and take longer to find other jobs or to get rehired.

"A high school graduate earns \$64,000 more in a lifetime than a grade school graduate and \$30,000 more than a high school dropout.

"Fewer than half of the employers in industry in the U. S. will consider hiring a dropout.

"Once hired, the dropout is low paid and has little chance for advancement."

"First to lose his job in a slump, the dropout is subject to recurrent unemployment.

"Applicants for unskilled jobs are over-abundant."

3. What Others Say

- a. "Every boy cannot be an All American on the Athletic field. But it is my sincere belief that every lad can be an All American in the field of education. The men who will be leaders tomorrow in our great country will be those who put in a few extra blocks and tackles in making the effort to master their high school studies. Take the advice of your instructors. Learn to talk, to read and to write. Work hard, and good luck."

Frank Leahy, Former football coach of Notre Dame

- b. "...I do not know of any better way to help teen-age boys and girls who think of giving up high school than to tell them briefly about my own experiences as a youth.
- "...Before I completed the seventh grade...I had to leave school due to the death of my father. Young as I was, I felt that it was up to me to become a breadwinner in order to help my mother to keep our home together and to support my younger brothers and sisters. My mother pleaded with me not to give up school...But I had made up my mind and I had no other choice than to go to work.
- "A few years later when I was sixteen...I had plenty of opportunity to regret that I did not follow my mother's advice...I realized that, without a grammar school and high school education, I was not qualified to get jobs beyond

the realm of an ordinary workman.

"At sixteen, I was too old to go back to grade school and, although I improved my opportunities for the future by taking lessons in automotive engineering I know that my progress would have been more substantial and more rapid if I had had a high school education.

"In view of my own experience, and because of the increasing demand for skilled workers, I feel that boys and girls who forego their opportunities to go to high school, automatically reduce their opportunities for the future."

Captain Eddie Rickenbacker, President of
Eastern Air Lines

- c. "...could you please do me a favor and send me a transcript of my records, Mr. S_____. I want to make up all the subjects I failed. The education department needs my record. You may remember that I left school before I was graduated, even though you urged me to stay on. You realize a lot of things when you get out. I hope it isn't too late..."

Letter from former student ("M.G."), Air Force Base
Tucson, Arizona

4. Quick Quiz

a. Vocabulary (circle the correct meaning)

- 1) Surplus - illness, an amount more than is needed or used,
courtesy
- 2) Qualification - money, standard, tornado
- 3) Substantial - of considerable amount, deducted, missing
- 4) Disclosed - repeated, made known, shut

- 5) Recurrent - appearing again, water, acting
- b. Spelling (correct the words spelled incorrectly by writing in the space above them)
 - 1) The weatherman fourcast rain for today
 - 2) Work hard and you'll make progris
 - 3) Study the statisdicts on home runs
 - 4) Modern automobiles have audomatik starters
 - 5) Skilled workers find it easier to get imploymint

B. The Newspaper As An Aid In Looking For a Job

Aims

1. To learn how to use a newspaper in looking for a job.
2. To evaluate the usefulness of a newspaper in job-hunting.
3. To understand how want-ads reflect the labor market and its demands.
4. To emphasize the importance of high school graduation in getting a job.

Helpful Materials

1. Section on Classified Advertisements, Sunday edition of N. Y. Times. Pupils are requested, in advance of this lesson, to bring in copies. (Although it is preferable to have copy of a uniform date it is not essential.)
2. Copies of local transit maps.

Motivation

Relate to pupils incidents showing how the newspaper can be a valuable aid in job-hunting. (E.G., In one of the work-study programs a pupil brought to the attention of the teacher and class a likely job opening

advertised in Sunday's New York Times. The opportunity was pursued on that day (Monday) and the pupil obtained the job. He started as a messenger, applied himself and earned rapid advancements. Upon graduation he was promoted to a responsible position with the banking house where he was employed. He was sent to a special banking school for additional training. Today, he is in charge of a bank department.) Pupils will volunteer other incidents from experiences of friends and family.

Point out the value of studying classified ads for all pupils, including those presently employed.

Development

1. Pupils scan through the classified advertisements of Sunday's "Times" to get an idea of number and kinds of jobs. Question: There are over 25,000 jobs in the section you have just scanned. How do you go about finding the specific place or places which might include jobs interesting you?
 - a. Review and compare with dictionary work, using guide-words and guide-letters.
 - b. Examine page headings above the ads. What section will you rule out?
2. Are you looking for the same type of employment as a high school graduate seeks?

Factors to Consider in Seeking Employment:

- a. Part-time or full-time
- b. Experience and training
- c. Extent of education

Have pupils examine the want ads in a particular category (e.g., clerical). Is there much or little demand for high school graduates? The same question is asked after examining another

category.

3. Pupils volunteer the best classifications to examine for jobs on this program. To expedite this phase of the work, reference is made to jobs of those presently employed.
 - a. Part-time
 - b. Boy
 - c. Young man
 - d. Messenger
 - e. Office boy
 - f. Clerk
4. Class is divided into two committees to find job possibilities in groups of three categories. The likely job referrals are underlined. (Note: Class is advised, in advance, as to the limitations in using private employment agencies.) The committees will report on the number and types of job opportunities found and also indicate some of the qualifications which rule out certain jobs (e.g., high school graduation required, positions limited to full-time, age and experience requirements).
5. Pupils suggest three ads which bear promise for job referral. Print these ads on the board. An evaluation follows: If you had to select one of these ads for follow-up which one would you pick? Why?
6. Pupils set up a dictionary of abbreviations as found in want ads. They are to be arranged alphabetically and their meanings given.

Prfd
Ofc
HSG
Asst
Exp

Nec
Ref req
Clrc1
Pt time
W/WO

Application

1. Pupils learn how to answer typical ads which they have selected above.

a.

OFFICE BOYS
Full Time Part Time
Appmnts arranged from 9-6
& Sat AM Call Mr. E. Eberbach
LR3-2973
C. Kaiser Company

Pupils role play telephoning for an appointment. Stress the importance of careful observation to check good and bad points. Discussion follows.

b.

Part-Time Office Boy
Mail room, 1:30 to 5:30 P. M.
\$1.25 per hour. See Miss Hands, 444 Madison Avenue
N.Y. (50 St.) Rm 411

Detailed planning is done by the pupils. One, how to get there from school or home (use transit maps for this phase). Two, how to make a personal appearance. The scene is then enacted. Suggestions follow.

2. Print copy of this ad:

BOYS Messenger, Receptionist Alert.
Neat appearance . . .

Is alertness important? Neatness? Find other ads in your paper which ask for similar qualifications.

Film or Filmstrip

Films: Personal Appearance. Caravel. 38 min.
How To Be Well Groomed. Coronet 11 min.

Filmstrip: The Job Interview. Eyc Gate House.

C Applying For A Job

Aims

1. To set up practical rules for dress, speech, attitude, and related matters in applying for a job.
2. To relate these rules to pupil experiences which call for evaluation.
3. To plan committee work and activities for duplicating material developed in the lesson.

Helpful Materials

How to Get and Hold the Right Job and How to Sell Yourself to An Employer. New York State Employment Service.

Motivation

Have the illustration below drawn on the blackboard. Pupils are then asked: Have you ever had the experience of being one of several applicants for a job? Describe your feelings at that time? If you had to face such a situation again what precautions would you take? What advice would you give to one applying for the first time.



Who's
Going
to
Get
the
Job?

Development

1. Pupils discuss: Who's going to get the job?
 - a. If we were able to look at the applicants face to face would we be able to tell whether any particular applicant had a better chance to get the job? (E.G., Good grooming: hair brushed neatly, clean clothes and pressed properly, necktie, etc.)
 - b. If we were able to 'listen in' on the individual interviews of the applicants by the employer would we be able to know who had a better chance to get the job?

Have pupils make use of their experiences, enacting the scene, if possible.
2. Distribute Pupil Worksheets. Pupils evaluate the different panels (illustrations) by indicating what is wrong. (See attached worksheet with pictures: open shirt, untidiness, haughtiness, verbosity, etc.) Pupils will also suggest additional panels for the Worksheet.
3. To integrate the many suggestions and evaluations offered, have the pupils draw up a chart of helpful points in applying for a job. Use two columns: Before You Leave. When You Arrive.
 - a. Write their suggestions on the board as they are volunteered.
 - b. Pupils then arrange them in categories and in sequence, where necessary.
 - c. Chart is copied in notebooks.

The board work will show a development such as the following:

Before You Leave

- 1) Make sure you are dressed properly.
 - a) Wear a tie
 - b) Shave
 - c) Wear clean and pressed clothes
 - d) Don't wear 'jitterbug' clothes
 - e) Be neat
 - f) Comb your hair
 - g) Shine your shoes
1. Make a last minute inspection before entering the office
2. Remove your hat when entering
3. Identify yourself
4. Remain standing until invited to sit down
5. Stand erect! Don't slouch in your chair
6. Face the person to whom you're talking
7. Talk plainly and to the point
8. Don't be a 'know-it-all'
9. Be convincing
10. Don't chew gum or smoke
11. Be courteous
 - a. Please
 - b. Yes, sir
 - c. Excuse me
 - d. Thank you
12. Be honest
13. Don't interrupt
14. Don't ask too many questions

Application

1. Pupils conduct a model interview for a part-time job followed by evaluation.
2. Distribute NYSES pamphlets (How To Get and Hold the Right Job, How To Sell Yourself To An Employer) and compare with chart of rules developed in the lesson. Did we omit any important rule?
3. Committee work and assignments. Plan for rexographing or mimeographing of chart developed to be used in school employment office and in other classes.
 - a. Materials and machines. (Size of paper, stock, stencil, name of machine and process involved)
 - b. Assignment. (Typing, art work, proofing, mimeo squad, alphabetizing names of students of class to appear on the product, collating, distributing.)

Follow-up

1. Reading. "Do You Speak Slurvian" by Clifton Fadiman. A brief

article (324 words) in Reader's Digest Advanced Reading Skill Builder, Book Two, on the importance of speaking English correctly.

2. Film or filmstrip

a. Films:

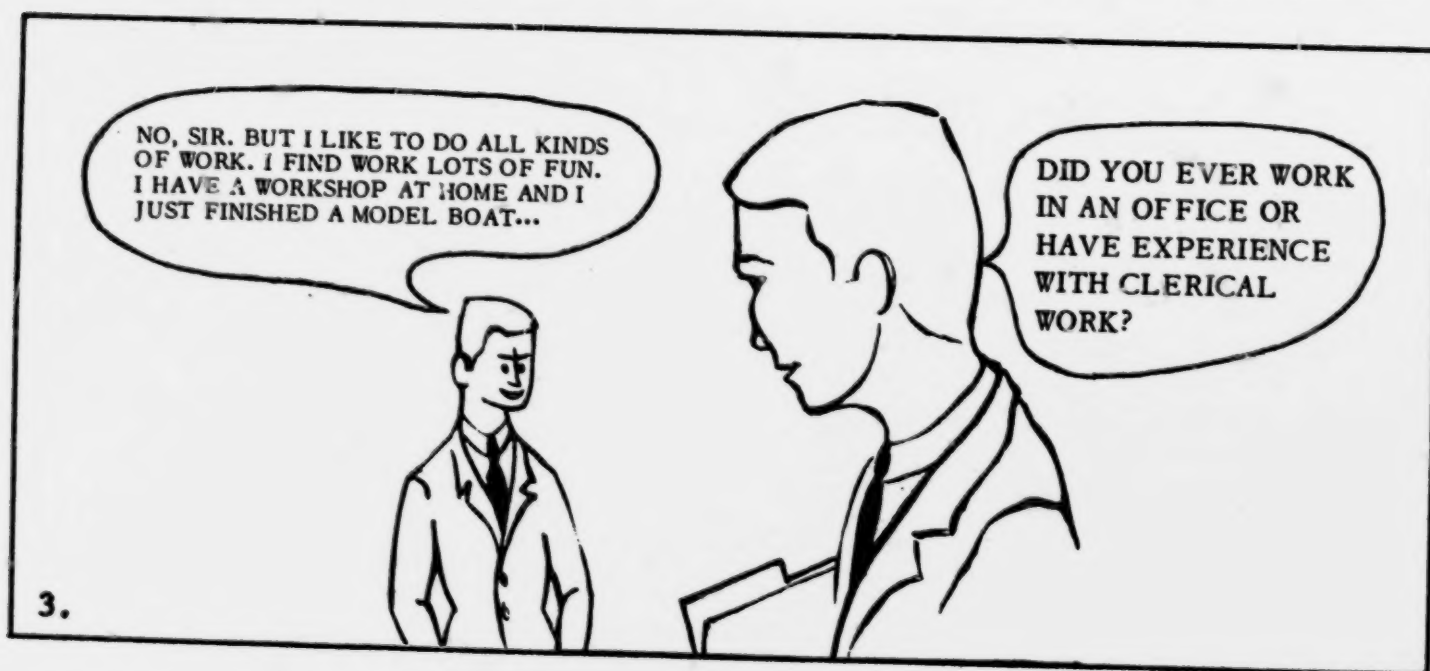
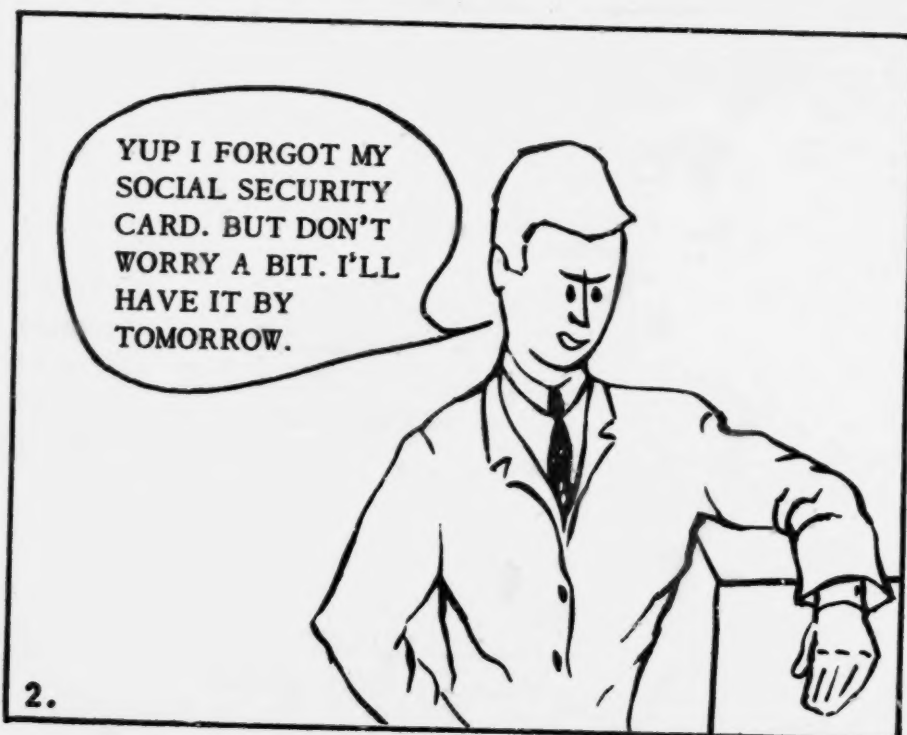
<u>Everyday Courtesy</u>	Coronet	11 min.
<u>How To Be Well-Groomed</u>	Coronet	10 min.
<u>Improve Your Personality</u>	Coronet	11 min.
<u>Personal Appearance</u>	Coronet	38 min.
<u>Shy Guy</u>	Coronet	13 min.

b. Filmstrips:

<u>Getting A Job</u>	McGraw-Hill
<u>The Job Interview</u>	Eye-Gate House
<u>You Want To Look Right</u>	McGraw-Hill
<u>Selling Yourself To An Employer</u>	McGraw-Hill

Pupil Worksheet: Helpful Points in Applying For A Job

What Is Wrong?



Drawing 1 a.

b.

Drawing 2 a.

b.

Drawing 3 a.

b.

D. Good Grooming

Aims

1. To understand what good grooming means.
2. To appreciate the importance of good grooming in and out of school.

Helpful Materials

1. Copies of the daily newspaper.
2. Class set of materials (free) from American Institute of Men's and Boy's Wear, (386 Park Avenue South, New York 16). The following are very useful:
 - a. "Package For Success. Sales Idea File No. 5. Sales Training."
 - b. "Employment Agency Heads Look At Job Applicants"
 - c. Poster material - "Dress Right. Look Your Best To Do Your Best."
 - d. Picture Booklet - "The 90% of You."

Motivation

Try to obtain two large, full pictures (identical) of an important individual outstanding in leadership and positive accomplishments. (Consult newspapers and magazines.) On one of the representations block out, in advance, the tie, add extreme haircut, shoes sloppy, baggy pants, etc. (If full picture is not available use to advantage what can be had to touch up and show contrast of poor and good grooming.) Show this picture in juxtaposition to the one untouched. Audible remarks of criticism and some laughter will be heard. Point out that while there may be a humorous aspect to this showing of contrast, it is meant to be respectful and to develop a lesson we can apply to everyday living. Set both pictures on board.

Development

1. Elicit reasons for murmuring and critical expressions when

pictures were shown. Have a pupil-secretary list reasons on the board as they are expressed by the pupils. E. G.,

- a. "He looks so different."
- b. "He looks foolish that way."
- c. "He doesn't look as important as he really is."
- d. "He can't be proud of the way he looks."
- e. "He looks sloppy."

2. Pupils are asked to consider the following situation: You are an employer eager to hire a young man for a job with a lot of promise of advancement. Two young men apply, one showing good grooming and the other poor grooming. Whom would you prefer? Why?
- a. Poor grooming is a sign of carelessness, neglect, or indifference.
 - b. A person who shows poor grooming might be a bad influence for other workers.

Without mentioning names of pupils, what are some of the faults in grooming you have witnessed in the school? (E.G., wearing sneakers, 'duck' haircuts).

3. Point to photographs and ads in today's newspaper showing individuals in dress and grooming other than standards set for school attendance. (E.G., baseball players, gardeners). Pose these questions: Would you criticize the dress and grooming in these cases? Why not? Why would it be wrong for school?
- a. Dressing properly for different activities and assignments. Work/shop/gym.
 - b. The importance of school as a training ground for good habits.
4. "It's just that we want to be a little different. We don't want to be stuffy, so we make our own styles of dressing." Pupils evaluate this comment by examining the newspaper and classroom to show:

- a. Opportunities for variety in dress. (Differences are in good taste.) E.G.,

- 1) Types of collars
- 2) Clothes: Materials, cuts, patterns
- 3) Color harmonies
- 4) Shoes

Application

1. What do you think?
 - a. You are applying for a job in a factory where you will be working with machines.
 - - How would you dress for the interview?
 - - Is it advisable to ask the prospective employer what kind of clothes you should wear for work?
 - b. Should there be any difference in dress between work as a stockboy in a showroom and a factory-hand?
2. Pupils set up some basic rules for dress and good grooming which are copied in their notebooks.
 - a. Be neat in clothes and in personal care.
 - b. Be clean.
 - c. Be dressed appropriately for what you plan to do.
 - d. Be in good taste - not loud and not freakish.
3. Distribute for oral reading "Package For Success" prepared for National Sales Executives. This article gives added meaning and authenticity to the lesson, especially when it is stressed that this is a regular training sheet used in private employment. All the hints and guides on the sheet are interesting and valuable. The materials developed in the "betterdress program" of the Buffalo public schools are also useful. For information contact Dr. Louis Gitin, Assistant Superintendent, Board of Education, Buffalo 2, New York.

Film or filmstrip

a. Films:

<u>How To Be Well Groomed</u>	Coronet	10 min.
<u>Personal Appearance</u>	Caravel	38 min.

b. Filmstrips:

<u>You Want To Look Right</u>	McGraw-Hill
<u>So You Want To Make A Good Impression</u>	McGraw-Hill

E. Your First Job

Aims

1. To emphasize the importance of perseverance and application to hold a job.
2. To discuss the dangers and disadvantages of frequent job changes.
3. To appreciate the dignity of all kinds of labor.

Motivation

Invite school employment counselor or private employer to give a brief talk on procedures and standards in referring or accepting youth for job openings, emphasizing the importance of record and character. If the employment counselor addresses the class this may well be an opportunity for pupils to follow-up with registration if they have not already made applications for job referrals from the school employment office.

Development

1. Holding a job.

Show class an application for employment from _____ company and point to section on employment history.

What is your opinion of the following situation? There is a part-time job for general office work available and two (pupils) candidates for the job fill out this section in the employment application. One pupil,

John Meigs, gives the following employment history:

1962

Al Simon Co.		
1480 B'way. N.Y.C.	Oct. 24-Nov. 8	Messenger
Gold and Sorenson		
400 Flatbush Ave. B'klyn.	Nov. 16-Dec. 5	Office Boy
Corn and Burns		
400 W. 14th St., N.Y.C.	Dec. 10-Dec. 20	Stock Boy
James Smith Co.	(1963)	
100 Varick St., N.Y.C.	Jan. 6 - Jan. 20	Messenger
August & Co.		
60 Remsen St., B'klyn.	Jan. 24-Jan. 26	Office Boy

The other student, Jack Sullivan, writes 'none' in the employment history section.

How do you think an employer would react after studying both applications? What additional information on both candidates would be helpful? It is useful to use employment applications which call for information concerning the reason that services were terminated at previous jobs.

2. Starting to work

Using their own experiences pupils develop a set of rules and advice on holding a job. An example of such a development follows:

Do

- a. Know what is required of you.
- b. Ask if you are not sure about an assignment.
- c. The best you can.
- d. Be alert. Learn as much as you can about your job and related jobs.
- e. Be courteous.
- f. Find out what you can do to advance yourself.

Don't

- a. Argue
- b. Absent yourself without reporting in time.
- c. Absent yourself without good cause.
- d. Be careless.
- e. Let a problem get worse by forgetting it. Discuss it with your supervisor, teacher or parent.

3. Choosing a Job

- a. When can you be 'choosy'? Factors to consider

Number of jobs available and range of jobs.

Special work experience or training required.

Your financial needs.

Physical limitations you have.

- b. Is there such a thing as a 'high' or 'low' job?

("The smart young fellow of today...looks for a job that offers the most training - a job with a future - rather than one that pays the most money to start...you'll face a lot of competition in jobs that can easily be learned. Your likelihood of promotion to better-paying jobs is not good; and when you look for another job you'll find you have little to sell" from Planned Training - U.S. Dep't. of Labor, Bureau of Apprenticeship & Training)

4. Leaving a job

- a. What is the difference between leaving a job and transferring to another job?
- b. What responsibilities do you owe yourself in considering a change?

Discussing it beforehand with responsible people.
Making sure there is no better alternative.
Leaving on good terms.

- c. What responsibilities do you owe to the employer?

Giving an explanation for the action.
Giving sufficient notice.
Not leaving him in the lurch. e.g., busy season.

Application

1. Self-evaluation

George Washington Carver who became one of the world's greatest scientists said: "Start where you are, with what you have, make something of it, and never be satisfied."

- a. How do you apply this advice on the job you now have?

- b. Make the phrase 'never be satisfied' clearer by adding words to it. ". . . never be satisfied to _____."

2. Have a committee of pupils make a brief interview survey of faculty members concerning the nature of the first jobs they held and the lessons they learned on these jobs. The committee will report at a later period following or preceding reading assignment on Louis J. Horowitz of Thompson-Starrett and Vincent Riggio of American Tobacco. (See below and pupil Worksheet.)

3. Pupils study press reports on Louis J. Horowitz, Thompson-Starrett head, and Vincent Riggio. See Pupil Worksheet.

Follow-Up

The story of Thaddeus Ashby, Harvard-educated, who took a job as a sweeper with a steel corporation is most appropriate for this lesson. "When Are You Going To Turn Respectable" is a Reader's Digest article (July, 1950). It has been reprinted in Literature For Life - Arno Jewett, A. H. Less, Margaret Barly (pp. 341-349). An excellent adaption of it to remove reading difficulties is found in Reader's Digest Advanced Reading Skill Building, Book Four. Brief, valuable tests and exercises are included in the latter.

Film or filmstrip

a. Films:

<u>How To Keep A Job</u>	Coronet	11 min.
<u>Developing Self-reliance</u>	Coronet	11 min.
<u>Personal Qualities for Job Success</u>	Coronet	11 min.

b. Filmstrips:

<u>Your New Job</u>	McGraw-Hill
<u>The New Employee & Fellow Workers</u>	McGraw-Hill
<u>So You Want To Make A Good Impression</u>	McGraw-Hill
<u>Selling Yourself To An Employer</u>	McGraw-Hill
<u>Getting Ahead On Your Job</u>	Boumar, Stanley

Pupils' Worksheet: Your First Job

1. George Washington Carver's advice

One of the world's greatest scientists, George Washington Carver, said: "Start where you are, with what you have, make something of it, and never be satisfied."

- a. How do you apply this advice on the job you now hold?
- b. Make the phrase 'never be satisfied' clearer by adding words to it.
"...never be satisfied to _____"

2. True stories

Read the press reports on Louis J. Horowitz and Vincent Riggio. Be prepared to answer the following questions:

- Did Louis J. Horowitz and Vincent Riggio believe in Carver's advice? How did they show this?
- Was it luck that made these people successful?
- Do you know of other cases similar to those described below.

a. Vincent Riggio. Led American Tobacco

Vincent Riggio was born in a small town in Sicily, the son of a shoemaker, and was brought to New York at the age of six. He was obliged to quit school when he was fourteen in order to help support his parents.

The first job he ever had was that of an errand boy on the lower East Side. He earned \$3 a week. A few years later he set up his own barber shop on 117th St. He also did odd jobs. He admittedly did not enjoy cutting hair. He therefore quickly accepted the suggestion of a customer to become a salesman. The customer kindly introduced Mr. Riggio to a tobacco manufacturer, and so in 1905 the ex-tailor's apprentice, ex-handyman, ex-barber started as a salesman at \$15 a week. By 1911, he was an important officer of The American Tobacco Company. In 1917 Mr. Riggio introduced Lucky Strike cigarettes to the nation in a sales campaign which began in Buffalo, N. Y., during a blizzard. Seemingly untiring and always enthusiastic about the product, he often traveled back and forth across the U. S.

In 1947, the one-time tailor's apprentice was listed by the U. S. Treasury as among the ten highest paid corporation executives in the country, that year earning \$484,202 in salary and bonus. (adapted N. Y. Herald Tribune 9/7/60)

b.

Louis J. Horowitz Dies

Louis J. Horowitz, eighty-one, was former president and chairman of the board of Thompson-Starrett Co., building contractors.

Mr. Horowitz came to this country from Russia in 1891 at the age of sixteen. He started work as a \$3-a week errand boy and for the next five years worked as a parcel wrapper, stock boy and shoe salesman in various stores in New York City and Union City, N. J. From 1896 to 1902 he engaged in real estate business. After a tuberculosis infection forced a temporary six-month retirement, he joined Thompson-Starrett in 1905, became its vice-president and general manager in 1909 and president in 1910.

Among the New York City structures erected under his direction were the N. Y. Municipal building, the Gimbel Brothers Department Store, the Woolworth Building, and others.

Mr. Horowitz devoted substantial portion of his income to philanthropic activities. In 1949, the Louis J. and Mary B. Horowitz Foundation contributed \$100,000 to the Institute of Physical Medicine and Rehabilitation of the Bellevue Medical Center. (adapted, N. Y. Herald Tribune. 12/2/56)

3. The following are excerpts from a letter by a former pupil. His first job on the program was messenger and errand boy for a stationery firm in downtown Manhattan. The recommendations he received from his first employer and from his coordinator were very important in winning the new job he describes.

Dear Mr. _____:

January 24, 1958

I thought you might be interested in knowing of my progress since I graduated from Westinghouse.

I well remember the day I came into your office troubled about my school work and other matters. . .With guidance and supervision I completed High School.

For the past six months, I have been a full-time employee with the _____ Bank in their Credit Department. I am attending the American Institute of Banking and some day after furthering my education, I expect to advance in the field of banking.

I want to take this opportunity to thank you for your kindness and help without which, I probably would not have completed my high school education.

With kindest regards, I remain,

- a. What character traits do you think are responsible for his success?

- b. Was his first job of any importance for his present employment?

F. Automacion and the New Revolution in Industry

Aims

1. To understand the meaning and scope of mechanization in industry.
2. To understand how it affects the pupil and worker today.
3. To appreciate the potentialities of higher standards of living in our economy.
4. To stimulate thinking on plans to alleviate problems resulting from extended mechanization, including automation.

Helpful Materials

1. Daily newspapers
2. Labor Market Letters (issued by New York State Division of Employment).

Assignment (previous day)

Pupils are requested to observe carefully changes which have taken place in their places of employment with reference to new machinery and list them in their notebook in table form:

Machinery	
Industry	
Changes in production or service	
How it affected employees	

Introduce the meaning of the word "mechanization."

If there have been no significant changes in their places of employment, information on other industries can be secured through observation and interview, especially by interviewing employers.

Motivation

The automobile industry in 1947 used 649,000 production workers to make 4,800,000 cars, while in 1960, it made 3,100,000 more cars with 37,000 fewer workers.

The steel industry in 1957 used 78,000 fewer workers to produce 2,500,000 more tons of steel than it had ten years earlier.

- a. How was this change possible?
- b. How would you describe the change taking place? (Elicit the

concept of "revolution" in industry.)

Development

1. Have a sampling of the assignments written on the blackboard. Pupils study the sampling for similarities and combine the changes in mechanization in categories. Elicit the following two categories:

- a. Mechanization of muscle functions.
- b. Mechanization of thought processes; e.g., tape, computers.

A good example for students to consider is one outlined by Al J. Hayes, President of the International Association of Machinists: "One automated machine tool being introduced, can interchange 31 different cutting tools and perform hundreds of operations in order without a single touch from a machinist." Pose this question: Do you think there is reason for machinists to be worried?

Place these headlines on separate boards:

AUTOMATION: TROUBLE AROUND THE CORNER

AUTOMATION: MAN'S WELCOME SERVANT

Pupils evaluate the headlines: Which do you regard as correct? Is it possible for both to be correct?

In answer to these questions, pupils develop "Good Points" and "Problems" which are entered in their notebooks.

Good Points

- a. Freedom from heavy and difficult tasks.
- b. Speedier production and services.
- c. Consumer benefits in the form of new products and services.

Problems

- a. Unemployment.
- b. Difficulties in getting new jobs.
- c. Difficulties in retraining.
- d. Speed with which workers are displaced.

("Fifty years ago, most workers put in about sixty hours per week on their jobs, ten hours a day, six days a week." - OUR WORLD OF WORK.

Seymour L. Wolfbein and Harold Goldstein.)

4. Pupils discuss: Should automation concern you?
 - a. Possible developments in your present employment or in the job you would like.
 - b. Increasing competition for jobs. Who will have a better chance - a graduate of high school or dropout - a skilled worker or a non-skilled worker?
 - c. Holding a job. The importance of showing interest and being alert on the job. The importance of continuing education and training.

("Jobs of the future will call for better education...It is expected that a third of high school students in the next decade will drop out without a diploma." Automation study by Armour & Company. N. Y. Herald Tribune. 6/19/61)

("Automation will eliminate 4,000,000 office and clerical jobs in the next five years." - Al J. Hayes, President of International Association of Machinists, 6/6/61.)

Application

1. Reading and discussion. Pupils do assignment indicated on Pupil Worksheet on work-saving ideas. (In question 1 on worksheet, comparison is made with actual heading: "Union Helps Test Work-Saving Idea.")
2. Show one of the films or filmstrips listed below to reinforce and compare observations made by pupils in the tables they developed

earlier in the lesson, on changes which have taken place in their places of employment with reference to new machinery.

a. Films:

<u>Age of Specialization</u>	McGraw-Hill	13 min.
<u>Automation</u>	McGraw-Hill	84 min.
<u>Technique For Tomorrow</u>	Ford Films	10 min.

b. Filmstrips:

<u>Machine Age Comes to America</u>	McGraw-Hill
<u>What Is Automation</u>	N. Y. Journal American
<u>Machines and Human Welfare</u>	N. Y. Journal American

Pupils' Worksheet: Automation and the New Revolution in Industry

Read this press report carefully and be prepared to answer the questions below:

The inventor of a labor-and material-saving machine in a lithographing process gave credit yesterday to his unionized workers for helping to perfect his invention.

The new device, he said, would be cheaper to buy than the machines it would replace and would reduce the cost of make-up of a lithographic layout. In addition, he said, the substitution of plastic pieces for glass would eliminate costly breakage.

Albert Gerson, the inventor, is president of the Gerson Offset Lithography Company, Inc., at 333 Hudson Street. He has set up the Multiplater Machine Corporation to manufacture his invention, which is being distributed through the American Type Founders Company, Inc.

Mr. Gerson said he thought of the idea for his Multiplater two years ago. When a working model was constructed, the question arose whether his forty employees would be willing to experiment on the labor-saving device.

The union, the independent Amalgamated Lithographers of America, supported changes in the use of machinery in the industry in the belief that such progress benefited both labor and management.

Mr. Gerson's employees turned to Edward Swayduck, president of the union's Local 1 and a prime mover in the program to support these changes. Mr. Swayduck endorsed the idea of cooperation.

Through the joint efforts of Mr. Gerson and his workers, the Multiplater was brought to perfection. It is being sold in New York for under \$5,000, Mr. Gerson said, whereas machines it replaces cost \$10,000 to \$40,000.

"Our union believes the industry has prospered with the development of new machinery," Mr. Swayduck said. "Both management and labor welcome new equipment that is more efficient and easier to handle."

Mr. Gerson said: "Local 1 of the Amalgamated Lithographers of America has been very helpful in its attitude toward progress in lithography. The fact that the union has more than quadrupled in size since it began this enlightened policy is a witness to its success." (Adapted) N. Y. Herald Tribune 5/7/60

1. Suggest a headline for this report and print it in the space above.
2. The last sentence reads: "...this enlightened policy is a witness to its success." What do you think "enlightened" means? Compare it to the dictionary meaning.

3. Does the following survey have any connection with what you have read? Explain the connection.

"A firm making electrical motors reported that new machines took 40% of the labor hours out of manufacture of its motors. These savings, plus savings of materials, enabled the firm to open up new markets and employment increased by 58%." (Jobs: 1960-1970. The Changing Pattern - N. Y. State Department of Labor, 1960.)

G. The Armed Services

Service in the armed forces is a topic of serious concern to all high school pupils, especially the potential dropouts who may regard service as an escape from their unrewarding present circumstances. There is much misunderstanding as to the opportunities in the services as they relate to secondary school education and the needs of the services. The materials below are offered as an introduction to a subject many pupils must soon face: continue school and graduate or join the service.

Although the organization is in the form of one long lesson, it can with ease be divided into a series of lessons at points appropriate to the motivation and interest aroused and sustained. There are a number of follow-up lessons suggested.

Very good reading, illustrative, and audio-visual materials are available free from the armed services. They add meaningful variety and rich motivations to the instruction. If class sets of certain requested materials are available pupils will find opportunities to do research on their level of competence.

Aims

1. To understand the relation of education and the armed forces.
2. To appreciate the opportunities for self-growth in the services.
3. To encourage self-assessment in school and at work as a basis and stimulus for upgrading.

4. To practice simple research skills in securing and evaluating occupational and related data.

Helpful Materials

1. Samples of recruiting posters: World War I and today.
2. Information kits for the class from a number of services: Army, Navy, Air Force, Marine Corps, Coast Guard.

The following booklets are especially useful:

- a. U. S. Army - The Secret of Getting Ahead, Straight Talk
 - b. U. S. Air Force - For America's Future and Your Own
 - c. U. S. Coast Guard - The U. S. Coast Guard: A Career Service
 - d. U. S. Marine Corps - The Meaning Of A Marine
 - e. U. S. Navy - Navy Occupational Handbook. Vocational Information Briefs
3. Class set or mimeographed copies of Form DD (Dec. 52) 370, Department of Defense, Request for Report From (Employer) (School).
 4. Army Regulations No. 601-212 and AR 601-602 on school policy.
 5. Form AG 341 (5 Nov. 56) AGST. Form letter to school from Army Recruiting.
 6. Films: The Hurrying Kind (issued by U. S. Army) or Stay In School (issued by U. S. Navy).

Motivation

1. Call attention of pupils to these facts and questions:

There is an all-out effort by the armed services to recruit youth. You have seen examples of it in your area. Where, for instance? Yet, you will find such regulations as the following:

- a. Army Regulations No. 601-212 and AR 601-602.
"...2. Policy. Students in secondary schools will be encouraged by recruiters to stay in school and graduate."
- b. AG 341 (5 Nov. 56) AGST. Army Recruiting to "school."
"...Preliminary interview revealed that the above named applicant has not been graduated from high school. The applicant was therefore advised to stay in school and complete his high school education."

Does it make sense?

2. Show pupils two posters: One, dated to the 'Uncle Sam Needs You' period and the other up-dated to the present showing some phase of modern technology.

What do these posters show you about the different needs of the services over a period of years? What personal character needs remain the same?

Development

1. Draw on the board copy of top-sheet on Navy bulletin, Stay In School.



STAY
IN
SCHOOL

Who Me?

a. Discussion

Describe the attitude of the person shown above?

How does it show that he can profit from staying in school?

Why do the armed services urge everybody to stay in school and graduate? (Pupils' answers are written on the board.)

b. Comparison

Pupils' answers to the last question are compared with significant statements from the armed services. Distribute mimeographed sheets (see Pupil Worksheet) with this information for class to study. Pupils indicate where elaboration is needed on points written on board or where new factors are presented for inclusion on the board list.

Have pupils pinpoint the importance of reading and writing on vocations in the services. Have them examine the listing of vocations in Navy Occupational Handbook: Which vocations do you think require little or no education? Check your answers by referring to Brief Numbers and descriptions which follow on assigned pages.

2. Refer again to form letter from Army recruiting station to school (AG 341) used in motivation. Write on board concluding sentence in the third paragraph of this letter but with key words omitted:

"...It was further pointed out that persons who have graduated from high school have a _____ to their country as well as to _____, and the _____, if they _____ their high school studies _____ the military service."

Students suggest the missing words which should approximate:

"...It was further pointed out that persons who have graduated from high school have a greater potential to their country, as well as to themselves and the Army, if they complete their high school studies before entering the military service."

3. Self-assessment

- a. Motivate by posing these questions for discussion: Does my record count with the armed services? Is graduation the only important step to reach?
- b. Distribute DD Form 370, Request for Report From (Employer) (School.) to class for study after a review of difficult words found in this form: transmit, applicant, security, emotional, chronic, stability, harmonious, neglect. The examination of the form is followed by an evaluation.

.....Does your record count?

.....Where do you think you stand now at school? on the job?
Do you rate good? average? poor?

.....Where can you show improvement?

.....Do you now have the opportunity to improve your record?

- c. How do you stack up as an 'action guy'?

Introduce with the following: In a U. S. Army bulletin called The Mark of A Man a questionnaire on "How Do You Stack Up As An Action Guy" is included. Answer them as fairly as you can.

Discuss how astronauts John Glenn and Scott Carpenter had to score on the questionnaire. How did their flights show these characteristics in action?

Application

1. Use the film The Hurrying Kind (U. S. Army) or Stay In School (U. S. Navy). Both films deal with the problems facing pupils who are eager to drop out of school. These films reinforce many of the ideas covered in the lesson. The Hurrying Kind does an excellent job weaving script around the attraction of teen-agers for automotive pastimes. The films are available on request for local showings.

Previous to showing, instruct pupils to keep in mind the following questions for discussion later: In what way is the high school student shown in this film similar to the figure represented on the Navy bulletin Stay In School?

2. How would you answer the following statements?
 - a. "So what, I can always return to school and study for my diploma, if I decide to do that."
 - b. "My school record isn't that important."
 - c. "If I join up, the Army or Navy will recognize a smart guy like me. I'll probably be sent to one of their good schools."
 - d. "It's a cinch. I could always pass the test to get in, even if I don't graduate."

Follow-Up Suggestions

1. Speakers. Invite a former student now in the armed forces or a representative of one of the services to address the class. Pupils plan in advance the questions to be asked, arrangements for greeting the visitor, moderator, etc.
2. Map work. Pupils map the area, mark and identify known installations and important armed services centers.
3. Fact sheet. With the help of research materials from the services

and the school library pupils draw up a fact sheet: What The Law Says On Enlistment, Draft, Voluntary Induction, Reserves.

4. Discussion and reading. Show pupils the Air Force bulletin For America's Future and Your Own. The top sheet is dramatically illustrated. Ask these questions: Is this a good title? How do aerospace teams help to protect America's future? Your own future? Distribute the bulletin for silent reading and then discussion, in depth, on the questions and answers.
5. Additional films: Career Reports issued by the U. S. Army. These films are designed to help high school seniors who do not plan to go on to college. Each film explains a different occupation: e.g., motor mechanic, metal worker, electronics, technician, construction worker. Pupils plan in advance the selection of Career Reports and the questions they would like the film to answer. Discussion follows showing of films. Where the films do not answer all the questions pupils arrange to get the answers by interviewing people in the trades, Army representative, school counselor, or teacher experienced in the area studied.
6. Examination exercises. Practice for the Armed Forces (Arco Publishing Company) offers a number of examination exercises including numerical relations, reading comprehension, tool recognition tests, and others.
7. Research. See Pupil Worksheet on research in vocational opportunities and training in the armed services. The categories covered are: the job title, branch of armed services, related civilian job, how continued schooling will be of assistance. Useful source-references are: Air Force Occupational Handbook,

Navy Occupational Handbook, Army Occupational Handbook, Navy Vocational Information Briefs. Oral reports follow completion of research work.

8. Reading comprehension. The High School News Service Reports (Department of Defense) have excellent brief articles, well illustrated, on all phases of military service. They are self-motivating and can be used to great advantage to improve reading comprehension as well as to learn about the armed services. A brief set of questions should be prepared in advance of oral or silent reading.

Pupils' Worksheet: The Armed Services

1. What the Services Say

- a. U. S. Army - "During World War II, 700,000 young men were rejected for military service because they couldn't read or write. An additional 700,000 young men with little or no education were accepted for low level assignments."

"It costs between \$5200 and \$8200 for the armed services to train a specialist and \$125,000 to train a jet pilot."

"School graduates are wanted: They are better able to absorb technical training; they have better opportunity to be selected for military schooling; they have better opportunity for advancement in rank; they are better equipped to assume leadership."

"No matter what type of work you plan to enter, your education should give you the basis for developing the specialized knowledge that you'll need. The great majority of specialists in both civilian and military life started working with a good education on which to build their careers."

"There will be a place for you in the Army after your schooling has been completed and a better chance to move ahead. If you drop out your chances of ever finishing will be greatly reduced."

"The student who quits school merely because he 'just plain doesn't like it' usually experiences a sad awakening. He often finds that any job he does is harder and no more interesting than the job of learning in classroom or laboratory. He's going to find that any job worth having takes just as much self-discipline as he needs to finish school."

"Today's Army demands more 'know-how'."

- b. U. S. Navy - "We can get a general education on our own, of course, through self-study courses; but this is pretty long and hard, starting cold, and many of us never make it."

"...39 out of 100 high school graduates reach the higher income groups; but of 100 men who do not finish the eighth grade only 14 will gain higher earnings."

"It is obvious that your Navy is going to give the first breaks to the guy who brings to the service the education that will enable him to take on large amounts of specialized information quickly."

"... 'But he'll hire me right now'. Sure, Jim, but do you want to be doing that sort of work for the next forty years?"

2. How Do You Stack Up As An Action-Guy?

- a. Am I man enough to take a new direction and give up the old routine? Yes ____ No ____
- b. Am I in tough physical condition - able to take a rugged, outdoor life? Yes ____ No ____
- c. Am I able to think for myself in a tight spot? Yes ____ No ____
- d. Am I a good team player, when teamwork counts most? Yes ____ No ____
- e. Am I better than average in character and responsibility? Yes ____ No ____
- f. Do I have mechanical aptitude? Yes ____ No ____

3. Vocational Opportunities and Training in the Armed Services

The job I'm interested in / I would like to get more information on	: Branch of Service	: Related Civilian Job	: How continued schooling will help me
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:

References I used:

4. Complete the sentence which follows to accompany the Navy bulletin and topsheet on Stay In School, Who? Me? - Yes, you should stay in school because

5. Word Study

(The words below are used in the materials you have read for these lessons. Explain their meaning or write sentences showing their proper use.)

- a. Transmit
- b. Applicant
- c. Emotional
- d. Neglect
- e. Security
- f. Harmonious
- g. Chronic
- h. Stability
- i. Discipline
- j. Technology
- k. Voluntary

VII

AUDIO-VISUAL AIDS

While audio-visual aids can be used effectively with pupils of all types and at all grade levels, without doubt they have special value in the instruction of potential dropouts. Below we have grouped a number of aids nominated by teacher-coordinators according to the content area to which they are most closely related. At the end of the compilation, sources from which the items may be obtained are indicated.

A. The Importance Of Your Schooling.

<u>Films</u>	<u>Producer</u>	<u>Running Time</u>
Stay In School	U.S.Navy Recruiting Service (Available through Navy Recruiting Stations)	15
The Drop-Out	National Education Association (Available through Division of Educational Communications, NYS Education Dept.)	28
When I'm Old Enough-Goodbye	New York State Employment Service (available through local NYSES offices)	28
How To Succeed In School	Young America Films	10
The Hurrying Kind	U.S.Army Recruiting Service (available Army Recruiting Stations)	22(color)
A Morning for Jimmy	National Urban League (14 E. 84th St., N.Y. 17)	28
Mike Makes His Mark	National Education Association	29
<u>Filmstrips</u>	<u>Vendor</u>	
What Good Is School?	SVE *	
Making The Most of Your School Days	McGraw-Hill	

* Society for Visual Education

B. Where To Look For A Job.

<u>Film</u>	<u>Producer</u>	<u>Running Time</u>
Getting A Job	E.B. **	16

Filmstrips

Vendor

Getting A Job	Bowmar, Stanley
So You Want A Summer Job	McGraw-Hill

C. Documents and Legal Authorization In Applying For A Job.

<u>Film</u>	<u>Producer</u>	<u>Running Time</u>
Your Social Security	N.Y.S. Dept. of Commerce	13

D. Selecting A Job

Filmstrip

Vendor

What Do You Like To Do?	SVE
What Is A Job?	SVE
What Are Job Families?	SVE
Finding the Right Job For You	McGraw-Hill

E. Applying For A Job

Filmstrip

Vendor

The Job Interview	Eye-Gate House
Getting a Job	McGraw-Hill

F. How Proper Personality Traits Are Important.

<u>Films</u>	<u>Producer</u>	<u>Running Time</u>
Developing Self Reliance	Coronet	11
Improve Your Personality	Coronet	11
How To Be Well Groomed	Coronet	10
Office Teamwork	E.B.	12
Personal Appearance	Coronet	38
Personal Qualities For Job Success	Coronet	11
Shy-Guy	Coronet	13
Developing Your Character	Coronet	11
Effective Criticism	Coronet	11
High School: Your Challenge	Coronet	16

** Encyclopedia Britannica

F. How Proper Personality Traits Are Important (con't)

Filmstrips

Vendor

So You Want To Make A Good Impression	McGraw-Hill
Selling Yourself to an Employer	McGraw-Hill
Getting Ahead on Your Job	Bowmar, Stanley

G. The World Of Work

Films

Producer

Running Time

Age of Specialization	McGraw-Hill	13
Automation	McGraw-Hill	84
Big and Basic	Ford Motor Co.	30
Human Bridge, The	Ford Motor Co.	30
Technique for Tomorrow	Ford Films	10
Americans at Work	A.F.L.-C.I.O. Occupational Series (Division of Education Communications, NYS Ed. Dept. - a series of 50 occupations, write the Division for details)	13
One Out of Seven	Ford Motor Co.	21

Filmstrips

Vendor

Spotlight On Labor	N. Y. Times
Mass Production	N. Y. Journal - American
Interdependence in Industry	N. Y. Journal - American
Machines and Human Welfare	N. Y. Journal - American
What Is Automation?	N. Y. Journal - American
Getting a Job	McGraw-Hill
Finding the Right Job for You	McGraw-Hill

H. How To Hold Your Job.

Films

Producer

Running Time

Am I Trustworthy?	Coronet	11
Everyday Courtesy	Coronet	11
How To Get Cooperation	Coronet	11
How To Keep A Job	Coronet	11
Office Etiquette	E. B.	14

Filmstrips

Vendor

Your Boss Is Proud of You	McGraw-Hill
Why Etiquette in Business	McGraw-Hill
Your New Job	McGraw-Hill
The New Employee and Fellow Workers	McGraw-Hill

Filmstrips (cont'd)Vendor

You Want To Look Right

McGraw-Hill

How To Get A Job And Keep It

FilmStrip-of-the-Month Club, Inc.

I. The Dangers In Constantly Shifting Jobs.

FilmProducerRunning Time

Your Earning Power

Coronet

11

J. How To Measure Success On The Job.

FilmstripVendor

Getting Ahead On Your Job

Bowmar, Stanley

K. Learning About Yourself and Planning Ahead

FilmsProducerRunning Time

Act Your Age

Coronet

12

Captains Courageous

T.F.C.

12

Developing Friendships

Coronet

10

Don't Get Angry

E. B.

12

Effective Criticism

Coronet

11

Feeling Left Out

Coronet

13

How To Say No

Coronet

11

Planning For Success

Coronet

11

Understanding Your Emotions

Coronet

14

Aptitudes and Occupations

Coronet

16

Your Investment in the Future

Coronet

11

Benefits of Looking Ahead

Coronet

11

Choosing Your Occupation

Coronet

10

Finding Your Life's Work

Molinke

22

Planning Your Career

E. B.

16

Apprentice Training

United World

30

FilmstripsVendor

Politeness Is For You

McGraw-Hill

Yours For the Best

McGraw-Hill

Home Ground

McGraw-Hill

Personal Relationships

McGraw-Hill

Your Family and You

Jam Handy

Understanding Myself

McGraw-Hill

Popularity Comes To You

McGraw-Hill

Stepping Out

McGraw-Hill

Developing Social Maturity

McGraw-Hill

Public Appearance

McGraw-Hill

Your Feelings

Jam Handy

How Can I Understand Other People?

McGraw-Hill

Filmstrips (con't)Vendor

Who Are You?

SVE

How To Make A Career Decision

FilmStrip-of-the-Month, Inc.

Let's Look At Careers

FilmStrip-of-the-Month, Inc.

L. You And Military Service

FilmsProducerRunning Time

Getting Ready Emotionally

Coronet

11

Annapolis Story

U. S. Navy

25

The Beginning

U. S. Marines

21

Navy Man

U. S. Naval Recruiting

28

Service (available through
local Navy Recruiting
Station)

M. Miscellaneous

Managing Your Money Series Filmstrips - McGraw-Hill

1. Earning Your Money
2. Spending Your Money
3. Paying Your Bills
4. Making Money Work For You
5. Borrowing Money
6. Buying Insurance

Learning To Study Filmstrips - McGraw-Hill

1. Study Headquarters
2. Getting Down To Work
3. Using A Textbook
4. Taking Notes In Class
5. Giving A Book Report
6. Writing A Research Paper
7. Reviewing

Sources

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Coronet Films
Sales Department
Coronet Building
Chicago, Illinois 2. Encyclopedia Brittanica Films
202 East 44th Street
New York 17, New York 3. Eye-Gate House
146-01 Archer Avenue
Jamaica, New York 11435 | <ol style="list-style-type: none"> 4. FilmStrip-of-the-Month, Inc.
355 Lexington Avenue
New York 17, New York 5. Ford Motor Company
Motion Picture Department
American Road
Dearborn, Michigan 6. Jam Handy Organization
2821 East Grand Blvd.
Detroit 11, Michigan |
|---|--|

Sources (con't)

- | | |
|--|---|
| 7. McGraw-Hill Films
230 West 42nd Street
New York 36, N. Y. | 11. Stanley Bowmar Company
12 Cleveland Street
Valhalla, New York |
| 8. N. Y. Journal American
220 South Street
New York, N. Y. | 12. Teaching Film Custodians
25 West 43rd St.
New York, N. Y. |
| 9. New York Times
229 W. 43rd Street
New York, N. Y. | 13. United World Films
1445 Park Ave.
New York, N. Y. |
| 10. Society for Visual Education
1345 Diversey Parkway
Chicago 14, N. Y. | |

In New York State, perhaps the best source for all of the items is the following:

Educational Films Library
Syracuse University
Building D-7, Collendale Campus
Colvin Lane
Syracuse 10, New York

The Division of Educational Communications in the New York State Education Department (Albany 12224) is also prepared to offer assistance in locating sources of appropriate audio-visual aids.

VIII

PROFESSIONAL BIBLIOGRAPHY

In this section of the handbook we have attempted to outline an arsenal of resources upon which teacher-coordinators may draw as they pursue the development of their local STEP programs. The citations are intended to illustrate the broader philosophic and economic movements to which STEP is a logical response and also the professional tools essential to the coordinator in his daily work. Both of these purposes are well served in the two volumes sponsored by the NEA Project: School Dropouts; e.g., The School Dropout and Guidance and the School Dropout. Burchill's volume, Work-Study Programs for Alienated Youth surveys several outstanding operations similar to STEP across the country. Its eighth chapter describes New York City's Work-Experience Program which now functions within the STEP framework. Coordinators may find the Memo to Employers of the U. S. Department of Labor which summarizes the advantages to employers of cooperating in supervised work experience programs useful with their work station supervisors. The 1963-64 edition of the Occupational Outlook Handbook should, of course, be included in the materials assembled in every unit. The chapter entitled "Choosing A Career - The Economic Framework" and the general sections which precede each of the occupational subdivisions together could easily compose a substantial and significant portion of the formal content presented in the daily orientation sessions. Of equal importance are the Job Guides for Young Workers prepared by the New York State and the U. S. Departments of Labor. Finally, for an introduction to one of the more specific progenitors of STEP, coordinators may wish to review Reducing the School Dropout Rate: A Report On The Holding Power Project.

The whole subject of early school leaving and how to prevent it is much in the public mind these days and the literature of many fields contains treatments of the topic. We have not attempted an inclusive but rather an exclusive listing in the pages that follow. The sources mentioned are, of course, those which seem most pertinent to work-study programs for potential dropouts.

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IX

SELECTED TEXTS AND REFERENCES

In this Chapter resources are indicated that may profitably be used by STEP pupils. The texts and references listed have been selected and annotated on the basis of their suitability for use in working with students in STEP or related work-experience programs, both in the classroom and in individual guidance sessions. The emphasis is on student materials, but not exclusively so. In considering their applicability, in whole or in part, as students' texts, consideration has been given to vocabulary difficulties, language structure, and interest level. In a number of references, the teacher-coordinator will find valuable suggestions for motivating and developing lessons in spite of factors which mitigate against their use as classroom texts. In the view of the range of pupils' background and abilities it is suggested that a classroom library be developed to stimulate extended reading in a variety of areas.

Government publications, on the whole, are easy to obtain and with a minimum of expense. Class sets of materials are often available and can be used with great profit as modified texts. Others, because of vocabulary difficulty and technical style, are to be used very selectively with adaptation or refinement by the teacher, or mainly as references. The U. S. and N. Y. State Department of Labor Job Guides are quite valuable in STEP, especially since they include job categories STEP pupils now occupy or hope to attain. The categories are well organized under functional headings of duties, characteristics, qualifications, and employment prospects, with an economy of description. In addition, there are pertinent sections on "getting the job you want" and "the job outlook."

A number of very useful pamphlets and bulletins on getting a job and learning to hold it have been issued by the New York State Department of Labor. They are brief, to-the-point, and attractively illustrated. However, caution should be exercised not to use these publications as reading exercises; they deserve and call for motivation in advance and structured development into meaningful lessons. One of the most recent and one of the most pertinent publications for use with STEP classes is The Job Ahead, a title in the New Rochester Occupational Reading Series.

A. General Publications

Billett, Roy O. and J. Wendell Yeo. Growing Up. Boston, D. C. Heath and Company, 1958.

A very comprehensive treatment of attitudes, occupations, citizenship, and the American standard of living.

Blumenthal, Joseph C. Common Sense English I and II. New York, Harcourt, Brace and Co., 1947.

Essential phases of usage, sentence structure and punctuation are presented in a simplified, non-technical manner, but with adult interest-appeal. It is most valuable for techniques of motivating students who are not academically minded and is not an ordinary work-book.

Brochard, John H. School Subjects and Jobs. Chicago, Science Research Associates, Inc., 1961.

A very brief treatment of the relation of school subjects and jobs and what it means to set a goal. It includes a useful chart on school subjects and the levels of training the average person needs to qualify for more than 200 jobs.

Crawford, Claude C., Ethel G Cooley, C. C. Trillingham and Emery Stoops, Living Your Life. Boston, D. C. Heath & Co., 1953.

The aim of this book is the vitalization of classroom instruction through consideration of everyday problems. Its main value for teachers are the valuable suggestions in the "To Do" section under each problem in the book. It has limited use as a text for STEP students.

Flesch, Rudolf, Paul Witty, et al. How You Can Be A Better Student. New York, Sterling Publishing Co., Inc. 1957.

Chapter 1, "You and Your Mental Abilities," is an excellent treatment of intelligence and testing - well organized, concise, and understandable by all students. It does not talk-down but talks-to in an interesting, meaningful manner.

Fraser, H. S., Bernard Greenberger, et al. H. R. Goldberg and W. T. Brumber, editors. The Job Ahead. New Rochester Occupational Reading Series. Chicago, Science Research Associates, 1963.

With similar texts available on three reading levels, attractively illustrated, written in popular prose, and including sections such as "Station Work," "On The Job," "Keeping the Job," "Working for the City," and "Time Out For Leisure," this text should appeal to both STEP pupils and coordinators. Pupils will readily identify with the characters portrayed and teachers will approve the solutions to the problems the characters face.

Friedman, Sherwood and Jack Grossman, Applied Clerical Practice. New York, Pitman Publishing Corporation, 1962.

A text with carefully graded materials on work assignments covered by STEP students; e.g., mail routine and work in receiving, storing and shipping departments. All chapters have sections on improving business English, related clerical arithmetic and developing a business personality.

Geisel, John B. Personal Problems. Boston, Houghton Mifflin Co., 1958.

This text is concerned not only with the psychology of the individual and his problems but also with his economic, vocational and educational problems. Difficult terms and vocabulary are conveniently explained in the context of the paragraphs in which they are employed. The reading is easy and stimulating. Additional features are "For Class Discussion" and "Reading."

Gleaves, S. Z. and L. T. Wertenbaker, You and the Armed Services. New York, Schuster. 1961.

A very readable paperback written by civilians to help draft-agers make the proper choice.

Hatch, Raymond N., Morgan D. Parmenter, and Buford Stefflre. Planning Your Life's Work. Bloomington, McKnight and McKnight, 1962.

The most common problem-areas facing young people in the selection of a career are presented logically and interestingly. Difficult terms are explained in everyday language. Student activities suggested are very meaningful. Very useful for both teachers and students.

Hatch, Raymond N., Morgan D. Parmenter, and Buford Stefflre. Planning Your School Life. Bloomington, McKnight and McKnight, 1962.

A brief but crisp treatment of self-discovery, getting along with others, preparing for your career choice and similar units in the form of a workbook.

Jenkins, Gladys Gardner, Helen S. Shacter, W. W. Bauer, and Eleanor T. Pounds. Teen-Agers. Chicago, Scott, Foresman & Company, 1962.

One of the superior student texts on teen-age problems for the ninth and tenth grades. The reading level is not too demanding and the variety of motivations guarantee sustained interest. It is copiously illustrated but there is a wise balance between text and illustrations. The illustrations are ingeniously woven into and are meaningful parts of the text. A glossary of difficult terms is provided. Job preparation and growth are treated relatively briefly.

Katz, Martin R. You: Today and Tomorrow. Princeton, Educational Testing Service, Cooperative Test Division, 1954.

This guidance text is a result of a comprehensive national project initiated in 1955 to develop materials which can be used effectively both by trained counselors and classroom teachers to guide pupils in the 8th and 9th grades. It combines interesting workbook assignments with challenging content on self-appraisal and occupational and educational information. Although the direction of the writing is more toward the pupil who is not a potential dropout, sections of the text are quite pertinent. It may serve also as a guide for teachers in developing group guidance lessons. On certain subjects such as the system for describing occupations (p. 65), the reading level may be inappropriate for STEP pupils. The illustrations and photographic reproductions are very helpful.

Lourien, Marion, Herbert Potell, Prudence Bostwick. Adventures In Living. New York, Harcourt Brace and Company, 1955.

This is the tenth grade "second track" literature text in the Adventures in Literature Series. Selections are grouped into 8 unit themes such as families, careers, action and science. The readability of the selections, all by excellent authors, some of which have been adapted, ranges from two to five grades below the tenth grade in difficulty. Generously illustrated.

Marx, Herbert L. Jr. Facing Military Service. New York, Oxford Book Company, 1953.

A practical guide to the privileges and obligations of military service with historical background.

Menninger, William C. et al. How to be a Successful Teen-Ager. New York Sterling Publishing Company, Inc., 1954.

A practical, frank discussion of problems facing teen-agers. Although some of the chapters, e.g., "Understanding Yourself," are weighted with concepts and terminology, there is much that can be successfully used in group guidance sessions or in developing lessons on getting along with others and growing up. Oral readings of certain sections; e.g., "obtaining security" (p. 44), "emotional maturity" (p. 45), "an improvement program" (p. 62), "sometimes you fail" (p. 70), "severing the apron strings" (p. 82), are very good for motivating discussions.

Paradis, Adrian A. Dollars For You. New York, David McKay Co., Inc., 1958.

Tells how to find part-time jobs and how to start a business. Practical suggestions are offered for all kinds of jobs, city and rural.

_____. From High School To A Job. New York, David McKay Co., Inc., 1956.

This book is designed to help young people who do not go on to college, and those who do not finish high school. The orientation is that with proper guidance they can do better than resigning themselves to dead-end jobs. There are many job and non-formal educational opportunities for them. The coverage for the various industries and services are very brief but sufficient to arouse students' interests. A good student text and reference.

Peterson, Eleanor M. Successful Living. Boston, Allyn and Bacon, Inc., 1959.

Very well written with high interest level. Every chapter is well motivated and contains a summary and word-study. A very comprehensive work which includes personal adjustment, the psychological backgrounds of behavior, the application of basic principles of behavior to typical adolescent problems, relations with others and occupational choice. Part four - "Our Career" - is especially good.

Prosser, Charles A. and Calvin S. Sifferd. Selecting An Occupation. Bloomington, McKnight and McKnight, 1953.

Presents significant facts about representative types of work and wisely emphasizes the area of trends. Although it was published in 1953 it merits use as a complement to the Job Guide for Young Workers published by the New York State Department of Labor. The chapters on meeting the requirements of occupations, obtaining the job, and holding the job, are excellent.

Reader's Digest Services, Inc., Educational Division. Reader's Digest Advanced Reading Skill Builder. Pleasantville, New York, the Division, 1962.

Books 1 and 2 are written at the seventh grade reading level and Books 3 and 4 at the eighth grade level. The texts contain articles especially chosen to excite the interest and challenge the abilities of junior high school students. Exercises at the end of each selection are useful.

Shacter, Helen. How Personalities Grow. Bloomington, McKnight and McKnight, 1949.

Treats, in depth, learning about personalities in general and studying yourself as a particular personality. The ideas are presented in brief reading units which are to the point.

_____. Understanding Ourselves. Bloomington, McKnight and McKnight, 1952.

Covers the same ground as How Personalities Grow by the same author but the language in this volume is closer to the reading level of STEP students.

Spiegler, Charles and Martin Hamburger. If You're Not Going to College. Chicago, Science Research Associates, 1959.

This text and workbook does a very effective job in helping students to think seriously and to choose realistically in making their educational and vocational plans. It wisely encourages self-directed planning which is eased by the simplified organization of topics as well as the simplified sentence structure and vocabulary. Also included is a chapter on training opportunities in the armed forces.

Stephenson, Margaret and Ruth Millett. Good Manners: The Magic Key. Bloomington, McKnight and McKnight, 1959.

Brief reminders in a 72-page pamphlet on how to apply good manners in various situations.

Symons, Arthur. Soldiers and What They Do. New York, Franklin Watts, Inc., 1960.

Discusses in detail the duties and responsibilities of citizens in the U. S. Army, including opportunities for advancement. Clear and concise.

Teen-Age Guidance Series. Keystone Education Press, New York

Charles, Don, C. Getting Along With Others. 1957.

Hamrin, S. A. Chats With Teen-Agers. 1960.

Houghton, Hubert W. Jobs For You. 1960.

Mills, Gary L. Making the Most of Your Spare Time. 1959.

Ryan, Mildred Graves. Cues For Teens. 1957.

Teen-Age Guidance Series. (con't)

Stefflre, Buford. Polishing Your Personality. 1957

This is an attractive, stimulating series. Most appropriate as student-texts are Getting Along With Others, Making the Most of Your Spare Time, Jobs for You and Chats With Teen-Agers. The vocabulary, as a rule, is not difficult and the emphasis is on clarity using simple sentences. It is well to review in advance for vocabulary difficulties which may otherwise interfere with the fine presentation. Jobs For You is up-to-date and has many important learnings for students on work experience programs.

Worthy, James C. What Employers Want. Chicago, Science Research Associates, Inc., 1950.

A practical orientation booklet or text on the world of work that is stimulating and challenging. The illustrations add incentive to further reading and thinking.

B. Government Publications

New York State Department of Labor, Division of Employment. Facing Tomorrow. Albany, the Department, 1961.

_____. Guide to Preparing a Resume. Albany, the Department, 1961.

_____. High School Seniors! (If You Are Going To Work After Graduation). Albany, the Department. 1963.

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_____. Job Tests (A Yardstick for Hiring). Albany, the Department, 1963.

New York State Department of Labor, Division of Employment. Why Young People Fail to Get and Hold Jobs. Albany, the Department, 1961.

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U. S. Department of Labor, Bureau of Employment Service. Job Guide for Young Workers. 1963-64 Edition. Washington, the Department, 1963.

U. S. Department of Labor, Bureau of Labor Standards. School. . . Or What Else? Washington, the Department, 1962.

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_____. Young Workers Under 18. Leaflet No. 6. Washington, the Department, 1960.

_____. Young Workers Under 18. Fact Sheet. Washington, Government Printing Office, 1961.

More up-to-date figures than leaflet No. 6. Valuable graph showing how unemployment is highest for young entrants into the labor force.

U. S. Department of Labor, Bureau of Labor Statistics. Are You Looking Into Your Future? Washington, the Department, 1963.

_____. Manpower: Challenge of the 1960's. Washington, Government Printing Office, 1960.

Presents the major shifts which are taking place now and will continue to take place in our occupational and industrial structure. Some of the simpler graphs (e.g., Labor Force Growth, Trends in Employment) can be used to great advantage in class exercises.

_____. Occupational Outlook Handbook. 1963-64 Edition. Washington, Government Printing Office, 1963.

U. S. Treasury Department, Internal Revenue Service. Teaching Taxes. Publication No. 21. Washington, the Department, 1961.

University of the State of New York, the State Education Department. Careers In Fact and Fiction. Albany, the Department, 1961.

A good bibliography of career information with limited application to potential dropout groups and their realistic career preferences. "Biographies - General Careers" includes many inspirational as well as informative suggestions. Brief annotations and grade reading level indications are very helpful.

C. Civil Service Publications

The Arco Publishing Company (New York) offers a number of useful study materials for job and test training with model answers and hints. A selection of these is listed below as suggested additions to a class library on guidance and job orientation. Group guidance sessions following visits by teacher-coordinators to places of students' employment can be enhanced by using questions and text-material in the books appropriate to the area being studied.

Beginning Office Worker #173

Cashier. New York City #703

Civil Service Handbook #40

Clerk. GS 1-4 #43

Clerk. New York City #45

Elevator Operator #41

Guide to New York City Jobs #534

Homestudy Course for Civil Service Jobs #138

Laborer #566

Maintainer's Helper #606

Messenger #17

Nurse #143

Office Machines Operator #728

Parking Meter Attendant #701

Steno-Typist. GS 1-7 #112

Stock Assistant-Assistant Stockman #125

Storekeeper. GS 1-7 #112

How To Pass Employment Tests #715

Grammar and Spelling Simplified #250

How to Pass Mechanical and Spatial Relations Tests #539

Practice for the Armed Forces Tests #63

D. Armed Forces Publications

U. S. Air Force, Personal Procurement Division. U. S. Air Force Information Kit. Washington, U. S. Air Force, 1962.

Contains a number of well-illustrated booklets on training opportunities and qualifications including the following:

For America's Future and Your Own
Air Force Occupational Handbook
Pocket Guide to Air Force Opportunities
Now Is The Time to Take a Look at Your Future
Medical Specialist Corps
Stay In School

U. S. Army, Office of the Adjutant General. The Secret of Getting Ahead. Washington, U. S. Army, 1961.

An effective, informal, conversational approach to problems facing youth considering enlistment. Discusses education, opportunities, citizenship, and training.

_____. The Mark of a Man. Washington, U. S. Army, 1961.

Details the job of the combat soldier with striking illustrations and brief texts.

_____. Military Guidance in Secondary Schools. Suggestions for teachers, principals, and counselors. Washington, U. S. Army, 1960.

In addition to the guidelines, this booklet contains a very useful selected bibliography of military publications which counselor should have on hand.

_____. Somebody Special. Washington, U. S. Army, 1959.

Presents in interesting manner the range of opportunities in WAC.

_____. Straight Talk. Washington, U. S. Army, 1962.

Develops the important message of staying in school and getting a good education.

U. S. Coast Guard. The U. S. Coast Guard: A Career Service. Washington, Government Printing Office, 1961.

_____. After Boot Camp. Washington, Government Printing Office, 1955.

_____. Ships. Planes and Stations. Washington, Government Printing Office, 1955.

U. S. Department of Defense. High School News Service Reports. High School News Service, Bldg. 3109, Great Lakes, Illinois.

Military service briefs published monthly. Readable and meaningful material in short units with photographs and illustrations. Excellent for class use especially for its high interest level.

U. S. Marine Corps. A Guide to Occupational Training. Washington, Government Printing Office, 1959.

Details the occupational fields in the Marine Corps including specialist jobs and subjects studied.

_____. The Making of a Marine. Washington, Government Printing Office, 1959.

An excellent book interpreting how a civilian becomes a member of the armed forces. Both illustrations and text are of high interest.

_____. What the Marine Corps Offers You. Washington, Government Printing Office, 1960.

An attractive, easy-to-read recital of opportunities in the Marine Corps.

_____. U. S. Marine Programs. Washington, Government Printing Office, 1959.

U. S. Navy, Bureau of Naval Personnel. Navy Occupational Handbook. Washington, U. S. Navy, 1962.

A very good reference containing vocational information briefs that detail duties and responsibilities, examples of jobs performed, examples of skills and knowledge acquired, qualifications and preparation, training provided, and related naval and civilian jobs.

_____. Security. Washington, U. S. Navy, 1963.

_____. Space Age Specialists. Washington, U. S. Navy, 1963.

_____. Training. Washington, U. S. Navy. 1961.

Appendix A

REGULATIONS OF THE COMMISSIONER OF EDUCATION

Article 25, Section 191

School to Employment Programs

1. ESTABLISHMENT.

The Board of Education of any school district may, with the approval of the Commissioner of Education, establish school to employment programs for students who have been identified as potential school dropouts. Such programs shall be a part-time school, part-time employment nature.

2. PURPOSE.

The purpose of such a program shall be the assistance of students in improving their capacity to perform successfully as full-time employees, if they leave school, or as full-time students if they elect to return to the normal school program.

3. NATURE OF REQUIRED STUDY PROGRAM.

a. Students shall meet at least one period each school day with a qualified instructor to consider topics designed to facilitate adjustment to school and employment.

b. For the remainder of the school day, students shall be enrolled in those classes of academic, special and vocational instruction appropriate to their individual needs, interests and abilities.

c. Necessary and proper counseling services, psychological services, remedial services and other school services necessary to the progress of the individual student, shall be provided by the participating school district.

4. NATURE OF REQUIRED WORK PROGRAM.

a. Such program shall be in the nature of part-time employment.

b. Such program shall provide for (a) a maximum of three hours of participation in the work program per day or twenty-three hours per week that school is in session, in the case of those participating students fifteen years of age, (b) a maximum of four hours of participation in the work program per day or twenty-eight hours per week that school is in session, in the case of those participating students sixteen years of age or older.

c. Students shall be placed either with public agencies, or with private employers in accordance with the Education Law and the provisions of these regulations.

(1) Students shall not be placed in employment situations unless covered with a policy of Workmen's Compensation Insurance.

(2) Students shall be placed only with employers who provide the necessary supervision of the students and who provide working conditions conducive to the success of the program, to be determined by the school district, with the approval of the Commissioner of Education.

a. All participating students must obtain employment certificates.

b. No participating student under the age of sixteen years shall be placed in an employment situation in a factory room.

c. All places in which students participating in such a program are placed in an employment situation shall be so constructed, equipped, arranged, operated and conducted so as to provide reasonable and adequate protection to the lives, health and safety of all such participating students. It shall be determined by the participating school district, subject to the approval of the Commissioner of Education, that such places meet said qualifications herein.

5. STUDENT QUALIFICATIONS.

a. Students in the program shall be at least fifteen years of age.

b. Students in the program must have been identified, as potential school dropouts.

6. TEACHER-COORDINATOR.

a. The school district shall assign a licensed teacher, properly qualified, to instruct the students in the program so as to assist their orientation to school and employment, to supervise their school and work experience, to promote their progress within the program and to coordinate the total program.

7. ADVISORY COUNCIL.

a. The school district shall establish an Advisory Council composed of qualified representatives of groups such as labor, business, industry, boards of education, civil service commissions, city and county governments, social agencies, state agencies, and service clubs.

b. Such Council shall serve for the purpose of guiding and advising the school district in the development of its program and in evaluating its progress.